



Kentucky Department
of Education

KENTUCKY DEPARTMENT OF EDUCATION

CAPITAL PLAZA TOWER - 500 MERO STREET - FRANKFORT, KENTUCKY 40601

Gene Wilhoit, Commissioner of Education

During the spring of the 2001-2002 school year, end-of-primary, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th and 12th grade students participated in the Kentucky Core Content Test (KCCT), the National Norm Referenced Test (NRT), the writing portfolio and the alternate portfolio components of the Commonwealth Accountability Testing System. This assessment and accountability system was designed by the Kentucky Board of Education through a broad, collaborative process that involved educators, legislators, citizens, the School Curriculum, Assessment, and Accountability Council, the Education Assessment and Accountability Review Subcommittee, the Office of Educational Accountability, and the National Technical Advisory Panel on Assessment and Accountability. These tests include:

- written tests comprised of open-response and multiple-choice questions in reading, mathematics, science, social studies, arts and humanities, practical living/vocational studies and an on-demand writing prompt
- a writing portfolio consisting of writing samples demonstrating students' skill in writing
- a national norm referenced test in reading, language arts and mathematics
- alternate portfolios for students with severe disabilities

The KCCT assessments were developed under direction of the content advisory committees of Kentucky educators who drafted, reviewed, and selected test questions. Items also were reviewed by a bias review committee to enhance fairness.

This report is the second comprehensive report that reflects the application of the newly developed student performance standards to the KCCT. The 1999 and 2000 data have been revised to reflect these new student performance standards used beginning in 2001, putting all four years of KCCT data on the same and comparable scale. The performance standards are accompanied by more thorough descriptions of Novice, Apprentice, Proficient, and Distinguished expectations specific to the subject being assessed at the grade being assessed. This should allow instruction to better focus on both the content to be taught and on how well students must demonstrate achievement in each content area.

This report includes four years of trend data: spring 1999, 2000, 2001 and 2002. Therefore each school has a baseline starting point in 2000, and the first point on the growth chart in 2002, beginning a performance trend line that can be compared to the goal line leading to proficiency by 2014.

These scores can best be compared to the absolute standard of proficiency we want all Kentucky students to attain. Analyze your results in terms of where you are in each subject toward the goal of 100 and determine needed curricular and instructional strategies that will assist your school in achieving these goals. Because the Kentucky Core Content Test has the *Core Content for Assessment* and the new and more descriptive student performance standards as its foundation, decisions about student achievement and plans for continuous improvement can be guided by a complete analysis of your results.

The Kentucky Department of Education urges districts to share this data as quickly as possible with individual members of local school boards and of each school's School Based Decision Making Council, in ways that do not violate the state open meetings law or break the embargo.

Please feel free to contact the staff of the Department of Education for assistance in interpreting and using assessment information.

SPRING 2002 KENTUCKY PERFORMANCE REPORT

District: REGION 3

Code: 903

Grade: PRIMARY-12

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SPRING 2002 KENTUCKY PERFORMANCE REPORT Introduction

This electronic Kentucky Performance Report is based on the Spring 2002 administration of the Kentucky Core Content Test, writing portfolio, alternate portfolio and National Norm Referenced Test (NRT) results for students in grades end-of-primary (EP), 4, 5, 6, 7, 8, 9, 10, 11 and 12. The report summarizes information for the school, district and state. These results also reflect performance of students participating in the *Commonwealth Accountability Testing System Alternate Portfolio Assessment*: fourth-, eighth, or twelfth-grade.

Students in grades 4,5,7,8,10, 11 and 12 completed batteries of open-response and multiple-choice questions (referred to as the Kentucky Core Content Tests) in selected contents for each grade.

	EP	4	5	6	7	8	9	10	11	12
Reading										
Mathematics										
Science										
Social Studies										
Arts & Humanities										
Practical Living/Vocational Studies										
Writing										
NRT										

In reading, mathematics, science and social studies, 6 forms of the test were administered, each containing 6 open-response and 24 multiple-choice questions used for reporting and accountability purposes. (Each form also included an additional open-

response item and 4 multiple-choice items for field test purposes, bringing the total to 7 open-response and 28 multiple-choice. Field test items are not included in reporting or accountability data.)

In arts & humanities and practical living/vocational studies, there were 12 forms of the assessment, each containing 2 open-response and 8 multiple-choice items used for reporting and accountability purposes. (An additional open-response and 4 multiple-choice items were included for field test purposes.)

Writing data are based on the administration of writing prompts distributed across 6 forms (students select one of two prompts) and the writing portfolio.

Multiple-choice questions are included in the 2002 data reported here and are combined with the open-response data. They are included such that multiple-choice items are weighted at approximately 33% and open-response items at approximately 67%.

Students in grades end-of-primary, 6 and 9 completed batteries of multiple-choice questions on the CTBS/5 (referred to as the National Norm Referenced Test) in selected content areas of reading, language arts and mathematics.

Schools are held accountable for all of the students enrolled in the school as of the first day of the testing window.

Kentucky law states that, "schools shall expect a high level of achievement of all students." It also states that, "schools shall be rewarded for an increased proportion of successful students, including those students who are at risk of school failure."

Therefore, there are virtually no exemptions from the testing. Students not included in the data summarized here include:

- Foreign exchange students.
- Students determined to be medically unable to participate in the assessment.
- (at the school's option) limited English-speaking students who have been enrolled in an English-speaking school for fewer than two years.

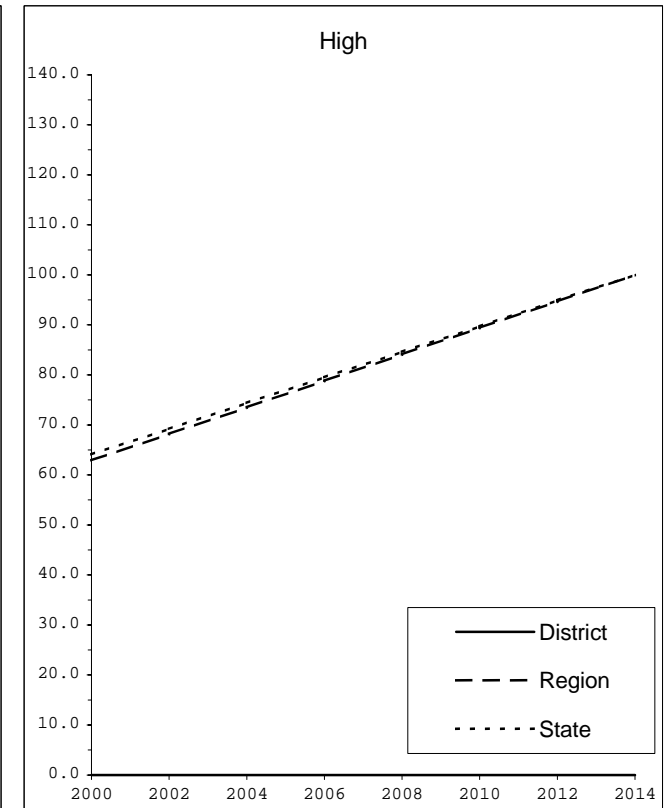
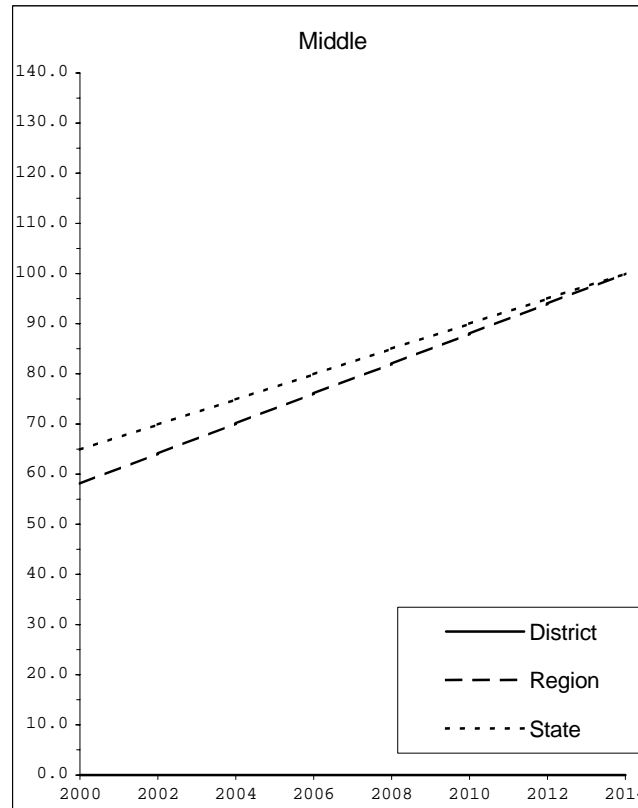
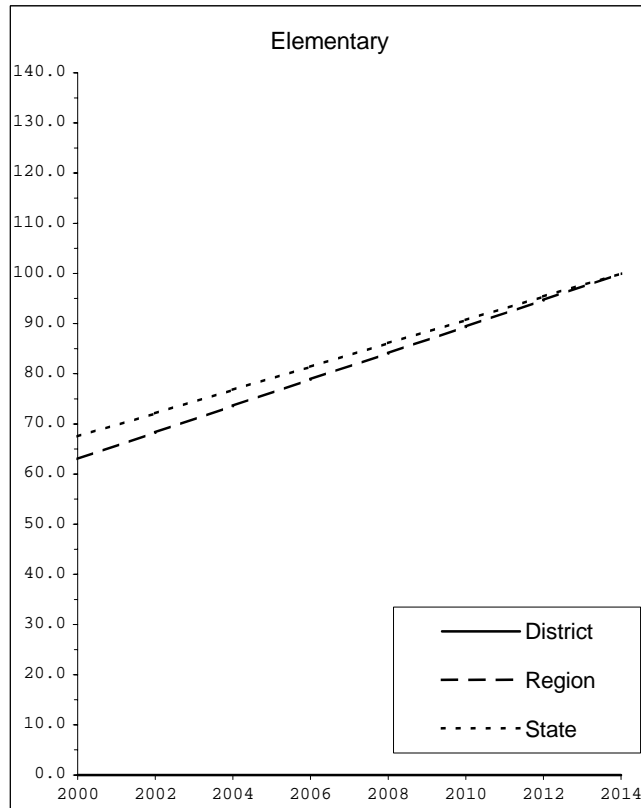
The number and percent of students who did not participate for these reasons are provided in this report. Any other student for whom the school is accountable but who was not tested is assigned to the "Novice Non-Performance" level. The number and percentage of students who received this type of "Novice" rating are also in the report.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACCOUNTABILITY CYCLE 2002

District: REGION 3
 Code: 903

District, Region and State Comparison



Goal Lines		2000	2002	2004	2006	2008	2010	2012	2014
Elementary	District	.	.	.	.	.	.	.	.
	Region	63.0	68.3	73.6	78.9	84.1	89.4	94.7	100.0
	State	67.5	72.1	76.8	81.4	86.1	90.7	95.4	100.0
Middle	District	.	.	.	.	.	.	.	.
	Region	58.1	64.1	70.1	76.1	82.0	88.0	94.0	100.0
	State	64.9	69.9	74.9	79.9	85.0	90.0	95.0	100.0
High	District	.	.	.	.	.	.	.	.
	Region	62.9	68.2	73.5	78.8	84.1	89.4	94.7	100.0
	State	64.1	69.2	74.4	79.5	84.6	89.7	94.9	100.0

NOTE: District, Region and State goal lines do not include a standard error in their calculation as in the calculation of School goal lines.



Kentucky Department
of Education

SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACCOUNTABILITY TREND

District: REGION 3
Code: 903
Grade: Elementary

Academic Index				
	1999	2000	2001	2002
Reading	73.2327	74.0980	75.4336	77.3215
Mathematics	56.1607	58.7502	61.4721	64.5590
Science	63.0943	65.0315	69.8671	71.5716
Social Studies	61.8643	63.1387	64.3211	68.0058
Arts and Humanities	37.2217	39.6084	40.1584	45.4959
Prac. Living/Voc. Studies	65.9893	65.8843	66.6947	69.7708
Writing	47.8577	51.4054	55.3142	61.1241
Total Academic Index	60.0	61.9	64.4	67.6

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	69.0938	70.3480	74.9647	77.7286

Elementary Accountability Index				
	1999	2000	2001	2002
Accountability Index	62.1	63.9	66.4	69.5

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	94.99	94.80	95.00	95.26
Dropout Rate				
Retention Rate	0.64	0.72	0.82	0.70
Successful Transition to Adult Life				
Non-Academic Index	95.8640	95.6960	95.8360	96.0680

** Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested End of Primary	7,570	7,932	7,499	7,097
Number Tested Grade 4	7,180	7,328	7,500	7,249
Number Tested Grade 5	6,646	7,109	7,244	7,492



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACCOUNTABILITY TREND

District: REGION 3
 Code: 903
 Grade: Middle School

Academic Index				
	1999	2000	2001	2002
Reading	71.0776	70.9406	73.0926	75.4723
Mathematics	51.3700	52.6531	54.4914	55.4862
Science	52.7825	53.9940	54.9190	59.5148
Social Studies	54.5810	56.1358	61.0018	61.8961
Arts and Humanities	50.6366	52.9702	56.9731	59.5665
Prac. Living/Voc. Studies	59.5685	57.5312	61.5130	61.4775
Writing	33.5274	33.0910	35.8390	38.6103
Total Academic Index	53.1	53.7	56.4	58.6

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	65.6793	66.1089	65.8971	66.2401

Middle School Accountability Index				
	1999	2000	2001	2002
Accountability Index	57.8	58.3	60.7	62.6

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	92.50	92.65	93.24	93.38
Dropout Rate	0.69	1.14	0.60	0.53
Retention Rate	1.76	1.63	2.09	2.10
Successful Transition to Adult Life				
Non-Academic Index	96.1580	96.1800	96.3400	96.4060

** Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested Grade 6	6,705	6,502	6,956	7,173
Number Tested Grade 7	6,685	6,739	6,576	6,995
Number Tested Grade 8	6,650	6,591	6,590	6,427



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACCOUNTABILITY TREND

District: REGION 3
 Code: 903
 Grade: High School

Academic Index				
	1999	2000	2001	2002
Reading	61.3652	66.7438	67.6241	67.2996
Mathematics	57.2606	56.2731	62.0351	63.8631
Science	57.1322	56.2061	59.6800	60.6711
Social Studies	61.4131	61.7098	66.9867	69.5458
Arts and Humanities	48.7838	49.9692	58.1979	63.4679
Prac. Living/Voc. Studies	69.2530	71.5382	71.3511	70.8772
Writing	57.0278	57.3785	61.5610	62.3690
Total Academic Index	58.9	59.8	63.8	65.2

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	63.5634	64.7666	66.9471	68.7398

High School Accountability Index				
	1999	2000	2001	2002
Accountability Index	62.4	63.3	66.8	68.1

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	88.63	89.73	90.29	90.62
Dropout Rate	6.61	8.43	8.02	7.16
Retention Rate	4.82	7.59	9.94	8.27
Successful Transition to Adult Life	97.28	97.60	98.18	97.48
Non-Academic Index	93.9863	93.5053	93.8710	94.0805

** Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested Grade 9	7,375	7,582	7,560	7,689
Number Tested Grade 10	6,613	6,049	6,483	6,524
Number Tested Grade 11	5,628	5,986	5,280	5,522
Number Tested Grade 12	5,363	5,188	5,288	4,990



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: REGION 3
 Code: 903
 Grade: 04

SUBGROUPS:	Number of Students				READING GAP				SCIENCE GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	3,482	3,546	3,650	3,504	SD*	SD*	SD*	SD*	n	n	n	n		
Ethnicity (White) vs African American	4,372	4,452	4,407	4,176	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
vs Hispanic	2,456	2,560	2,702	2,662	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
vs Asian	70	72	91	130	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
vs Other	80	65	81	91	n	n	n	SD*	n	n	n	SD*		
	92	109	141	110	SD*	SD*	SD*	n	SD*	SD*	SD*	n		
Title I (Participating) vs Non-Participating	4,460	4,416	4,710	4,429	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
	2,675	2,849	2,715	2,743	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Migrant Program (Participating) vs Non-Participating	5	3	1	32										
	7,130	7,262	7,424	7,140				n				n		
Limited English Proficiency (Participating) vs Non-Participating	88	33	38	69	n	SD*	n	n	SD*	SD*	SD*	n		
	7,047	7,232	7,387	7,103	n	SD*	n	n	SD*	SD*	SD*	n		
Extended School Services (Participating) vs Non-Participating	2,522	2,122	2,104	1,872	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
	4,613	5,143	5,321	5,300	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Gifted and Talented Program (Participating) vs Non-Participating	470	550	593	630	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
	6,665	6,715	6,832	6,542	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	3,266	3,818	3,966	3,916	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
	3,869	3,447	3,459	3,256	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Disability Status (With) vs Without	859	862	833	844	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
	6,276	6,403	6,592	6,328	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students
 (n): non-significant difference (SD*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: REGION 3
 Code: 903
 Grade: 05

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP				PL/VIS GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	3,220	3,467	3,509	3,682																
	3,378	3,577	3,658	3,733	n	SD*	SD*	n	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	4,159 2,200 49 70 89	4,368 2,411 80 70 112	4,356 2,534 88 68 118	4,381 2,739 99 105 89																
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
					n	SD*	SD*	SD*	n	SD*	SD*	SD*	n	SD*	SD*	SD*	n	SD*	SD*	SD*
					SD*	SD*	n	SD*	SD*	SD*	n	SD*	SD*	SD*	n	SD*	n	n	n	SD*
					SD*	SD*	SD*	SD*	SD*	SD*	n	SD*	SD*	SD*	n	SD*	SD*	SD*	n	SD*
Title I (Participating) vs Non-Participating	4,132 2,469	4,349 2,697	4,371 2,798	4,691 2,724																
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Migrant Program (Participating) vs Non-Participating	3 6,598	8 7,038	9 7,160	35 7,380																
								n				n				n				n
Limited English Proficiency (Participating) vs Non-Participating	32 6,569	39 7,007	49 7,120	62 7,353																
					SD*	SD*	n	n	SD*	SD*	SD*	n	SD*	SD*	SD*	n	SD*	SD*	SD*	n
Extended School Services (Participating) vs Non-Participating	1,968 4,633	1,650 5,396	1,564 5,605	1,638 5,777																
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Gifted and Talented Program (Participating) vs Non-Participating	693 5,908	682 6,364	705 6,464	767 6,648																
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	2,804 3,797	3,532 3,514	3,605 3,564	4,023 3,392																
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Disability Status (With) vs Without	785 5,816	897 6,149	881 6,288	889 6,526																
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: REGION 3
 Code: 903
 Grade: 07

SUBGROUPS:	Number of Students				READING GAP				SCIENCE GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	3,165	3,266	3,180	3,385										
	3,474	3,422	3,332	3,533	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	4,177	4,252	3,976	4,137										
	2,217	2,181	2,286	2,493	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
	47	61	67	90	n	SD*	n	SD*	n	SD*	SD*	SD*		
	68	95	82	101	n	SD*	SD*	n	n	n	SD*	n		
	68	97	98	93	n	SD*	n	SD*	n	SD*	n	SD*		
Title I (Participating) vs Non-Participating	3,243	2,524	2,817	3,063										
	3,398	4,165	3,701	3,856	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Migrant Program (Participating) vs Non-Participating	3	7	1	3										
	6,638	6,682	6,517	6,916										
Limited English Proficiency (Participating) vs Non-Participating	31	33	32	35										
	6,610	6,656	6,486	6,884	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Extended School Services (Participating) vs Non-Participating	1,325	1,453	1,372	1,485										
	5,316	5,236	5,146	5,434	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Gifted and Talented Program (Participating) vs Non-Participating	787	688	754	719										
	5,854	6,001	5,764	6,200	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	2,384	3,002	2,904	3,456										
	4,257	3,687	3,614	3,463	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Disability Status (With) vs Without	733	741	673	753										
	5,908	5,948	5,845	6,166	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: REGION 3
 Code: 903
 Grade: 08

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP				PL/VIS GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	3,160	3,145	3,180	3,164	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Ethnicity (White) vs African American	4,308	4,160	4,110	3,868	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
vs Hispanic	2,054	2,178	2,148	2,230	SD*	n	SD*	SD*	n	n	SD*	n	n	n	SD*	n	n	n	n	n
vs Asian	53	57	60	83	SD*	n	SD*	SD*	SD*	n	SD*	SD*	SD*	n	SD*	SD*	n	SD*	SD*	SD*
vs Other	71	63	100	99	SD*	n	SD*	SD*	n	n	SD*	SD*	n	n	SD*	SD*	SD*	n	SD*	n
Title I (Participating) vs Non-Participating	69	78	104	66	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Migrant Program (Participating) vs Non-Participating	3,215	2,489	2,679	2,702	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
	3,390	4,052	3,852	3,649	SD*				SD*				SD*				SD*			
Limited English Proficiency (Participating) vs Non-Participating	34	4	19	2	SD*		n		SD*		SD*		SD*		n		SD*		n	
	6,571	6,537	6,512	6,349		n	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Extended School Services (Participating) vs Non-Participating	8	22	30	39	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
	6,597	6,519	6,501	6,312	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Gifted and Talented Program (Participating) vs Non-Participating	1,170	1,203	1,133	926	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
	5,435	5,338	5,398	5,425	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	852	772	859	873	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
	5,753	5,769	5,672	5,478	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Disability Status (With) vs Without	2,131	2,595	2,749	2,886	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
	4,474	3,946	3,782	3,465	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students
 (n): non-significant difference (SD*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: REGION 3
 Code: 903
 Grade: 10

SUBGROUPS:	Number of Students				READING GAP				PL/VIS GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	3,289	2,971	3,176	3,174										
	3,272	3,029	3,239	3,293	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	4,459 1,912 49 61 71	3,994 1,767 49 94 94	4,273 1,879 66 93 97	4,258 1,960 84 109 47										
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
					n	n	SD*	SD*	SD*	n	n	SD*		
					SD*	n	SD*	n	n	n	n	n		
					n	n	SD*	SD*	n	SD*	SD*	SD*		
Title I (Participating) vs Non-Participating	1,162 5,403	1,165 4,838	1,336 5,089	1,213 5,255										
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Migrant Program (Participating) vs Non-Participating	1 6,564	2 6,001	7 6,418	4 6,464										
Limited English Proficiency (Participating) vs Non-Participating	34 6,531	57 5,946	91 6,334	57 6,411										
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Extended School Services (Participating) vs Non-Participating	768 5,797	850 5,153	709 5,716	760 5,708										
					SD*	SD*	SD*	SD*	n	SD*	SD*	SD*		
Gifted and Talented Program (Participating) vs Non-Participating	486 6,079	673 5,330	787 5,638	840 5,628										
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	1,619 4,946	1,620 4,383	1,822 4,603	2,205 4,263										
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Vocational/Technical Education (Non-Voc/Tech) vs 3 Credits vs Not Concentrating	6,565 1,654	4,349 1,654	3,312 1,679 1,434	3,473 1,863 1,132										
							SD*	SD*			SD*	n		
						SD*	SD*	n		SD*	SD*	n		
Disability Status (With) vs Without	388 6,177	379 5,624	409 6,016	454 6,014										
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students
 (n): non-significant difference (SD*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: REGION 3
 Code: 903
 Grade: 11

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SCIENCE GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	2,924	3,047	2,699	2,841																
	2,656	2,887	2,519	2,624	n	SD*	n	n	n	n	n	n	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	3,910 1,483 31 64 87	4,126 1,613 55 63 72	3,503 1,488 47 90 83	3,757 1,481 62 100 51																
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
					n	SD*	n	SD*	n	SD*	n	SD*	n	SD*	n	SD*	n	SD*	n	SD*
					SD*	SD*	SD*	n	n	SD*	n	n	n	n	n	n	n	SD*	n	SD*
					n	n	SD*	SD*	SD*	SD*	SD*	SD*	SD*	n	n	SD*	n	n	n	SD*
Title I (Participating) vs Non-Participating	826 4,754	1,158 4,783	979 4,243	1,048 4,418	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Migrant Program (Participating) vs Non-Participating	3 5,577	5 5,936		5,466																
Limited English Proficiency (Participating) vs Non-Participating	30 5,550	61 5,880	66 5,156	57 5,409	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Extended School Services (Participating) vs Non-Participating	698 4,882	571 5,370	579 4,643	638 4,828	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Gifted and Talented Program (Participating) vs Non-Participating	467 5,113	563 5,378	679 4,543	826 4,640	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	1,178 4,402	1,339 4,602	1,259 3,963	1,510 3,956	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Vocational/Technical Education (Non-Voc/Tech) vs 3 Credits vs Not Concentrating	5,580 1,215	4,726 1,215	2,948 1,280 994	3,157 1,707 602			n SD*	SD*			SD*	SD*			SD*	SD*			SD*	SD*
					SD*	SD*	SD*	SD*	SD*	SD*	n	SD*	SD*	n	SD*	SD*	SD*	n	SD*	SD*
Disability Status (With) vs Without	263 5,317	291 5,650	276 4,946	316 5,150	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students
 (n): non-significant difference (SD*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.

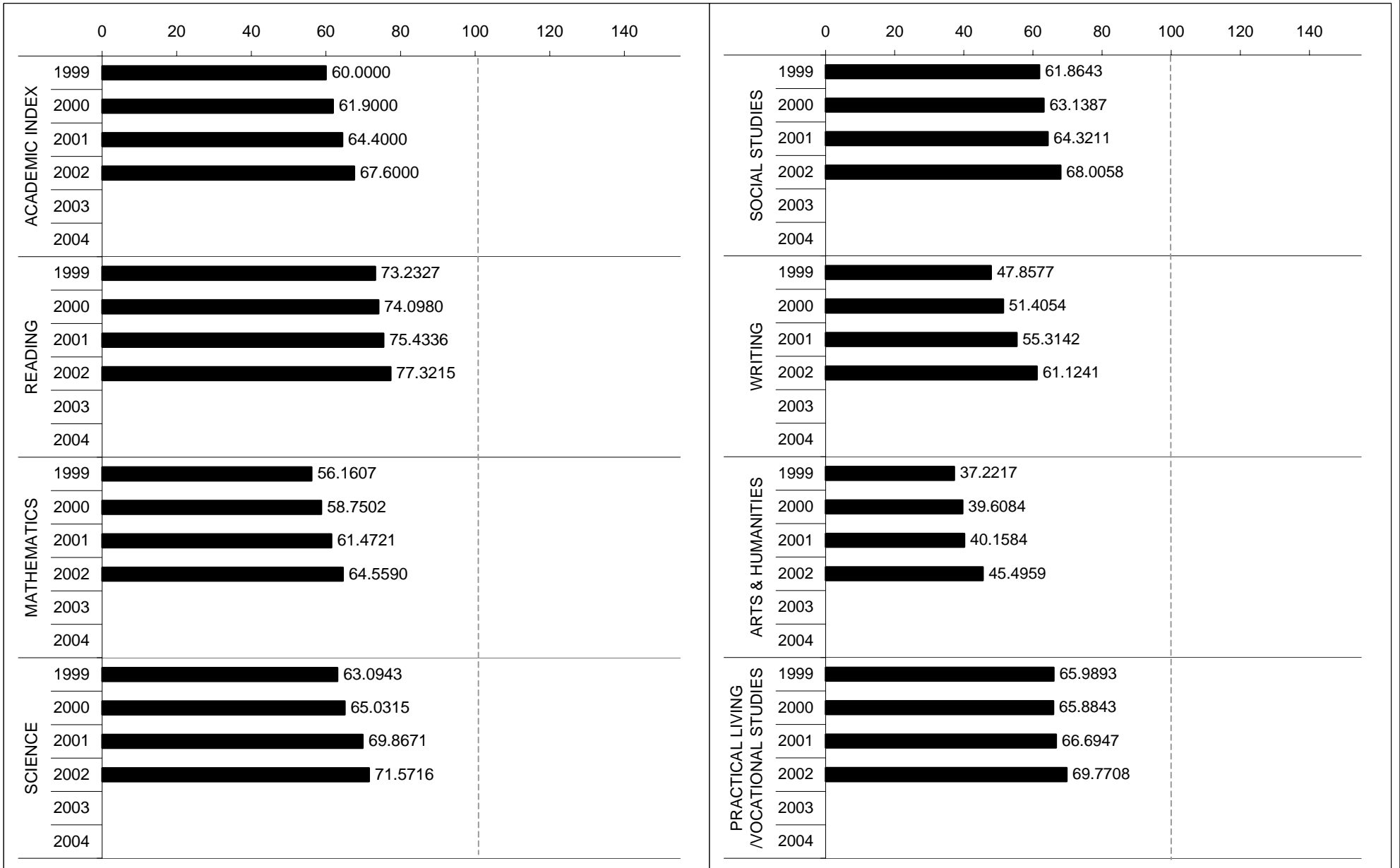


SPRING 2002
KENTUCKY PERFORMANCE REPORT
CONTENT AREA INDEX TRENDS

District: REGION 3

Code: 903

Grade: 04/05

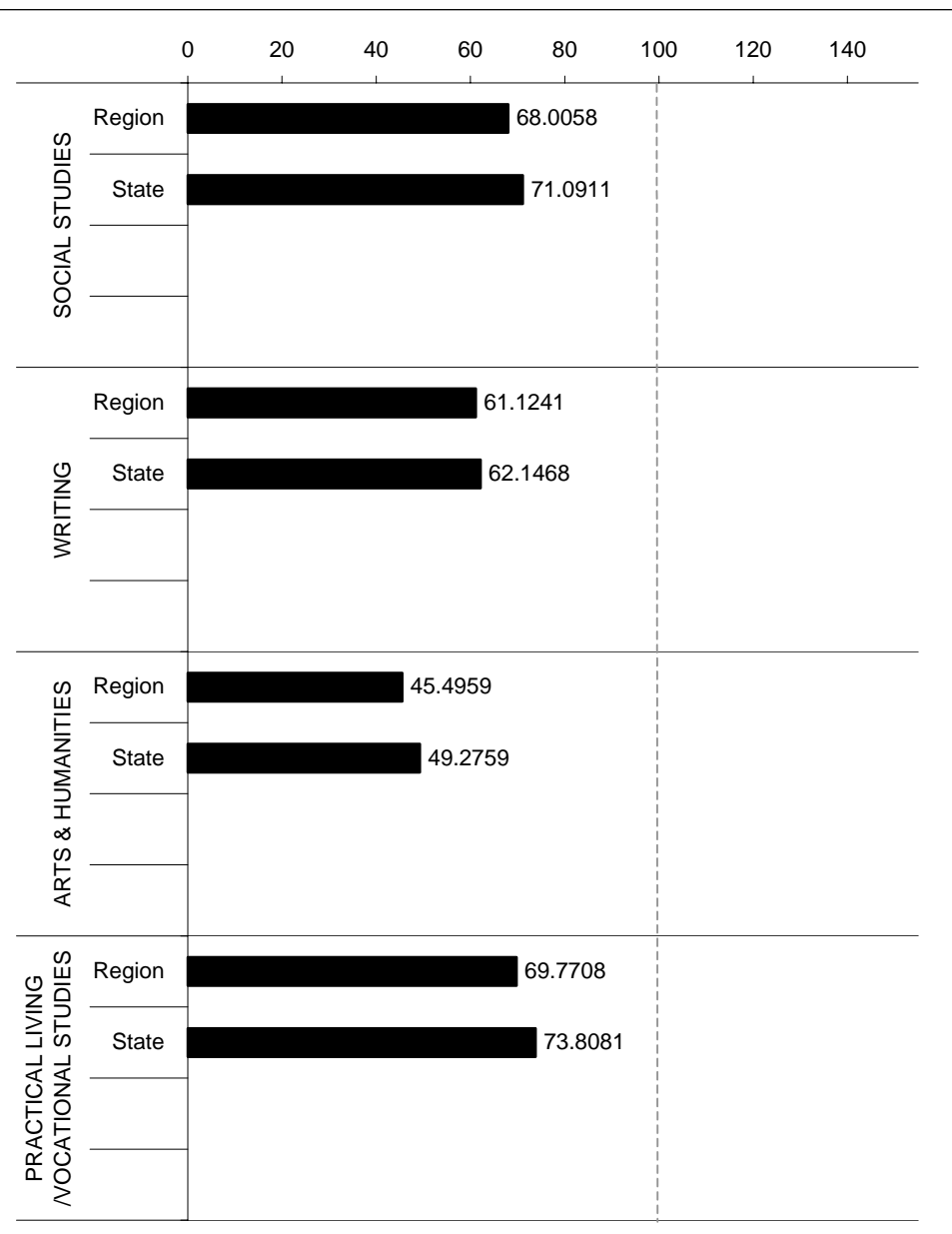
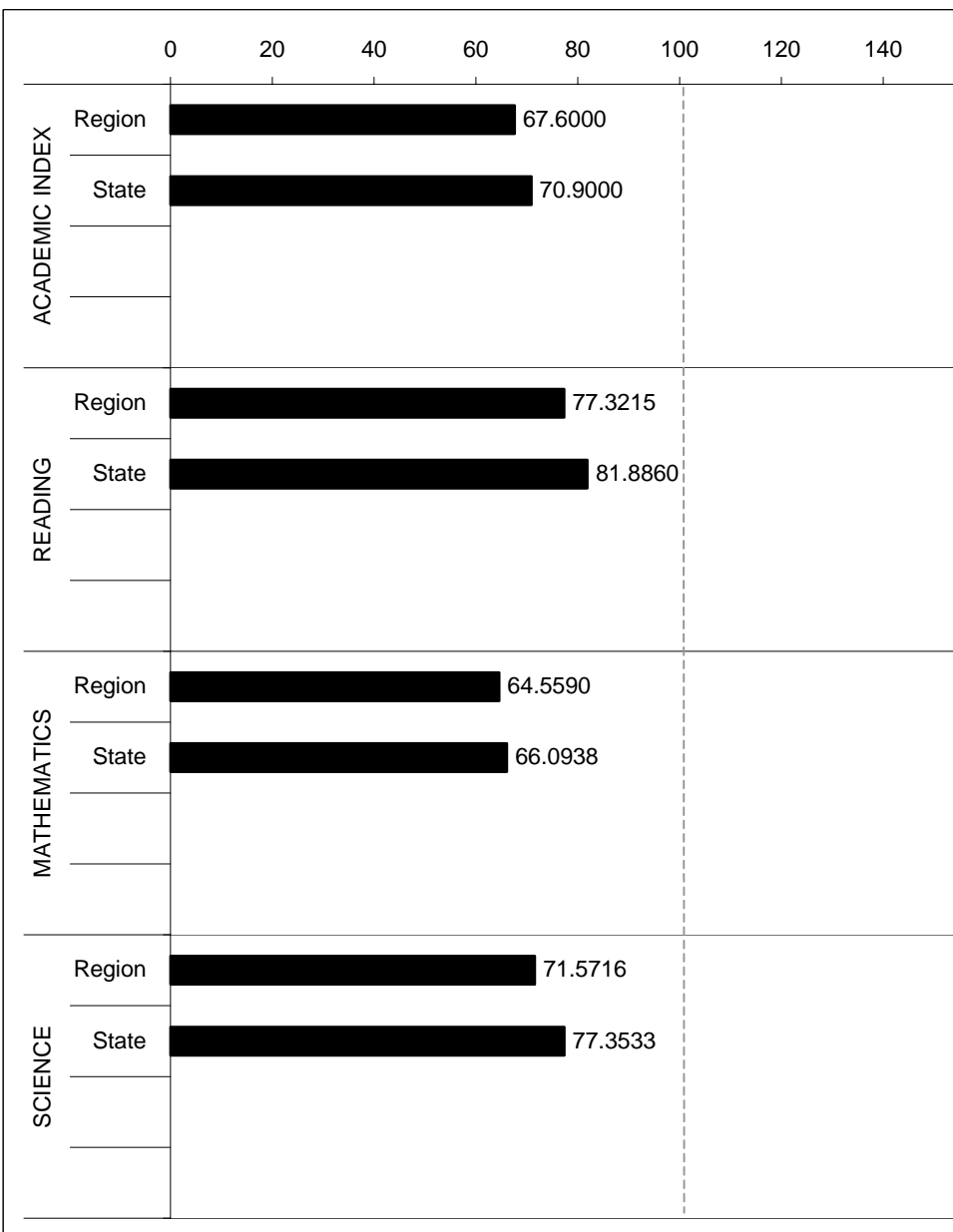


SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACADEMIC INDEX COMPARISONS

District: REGION 3

Code: 903

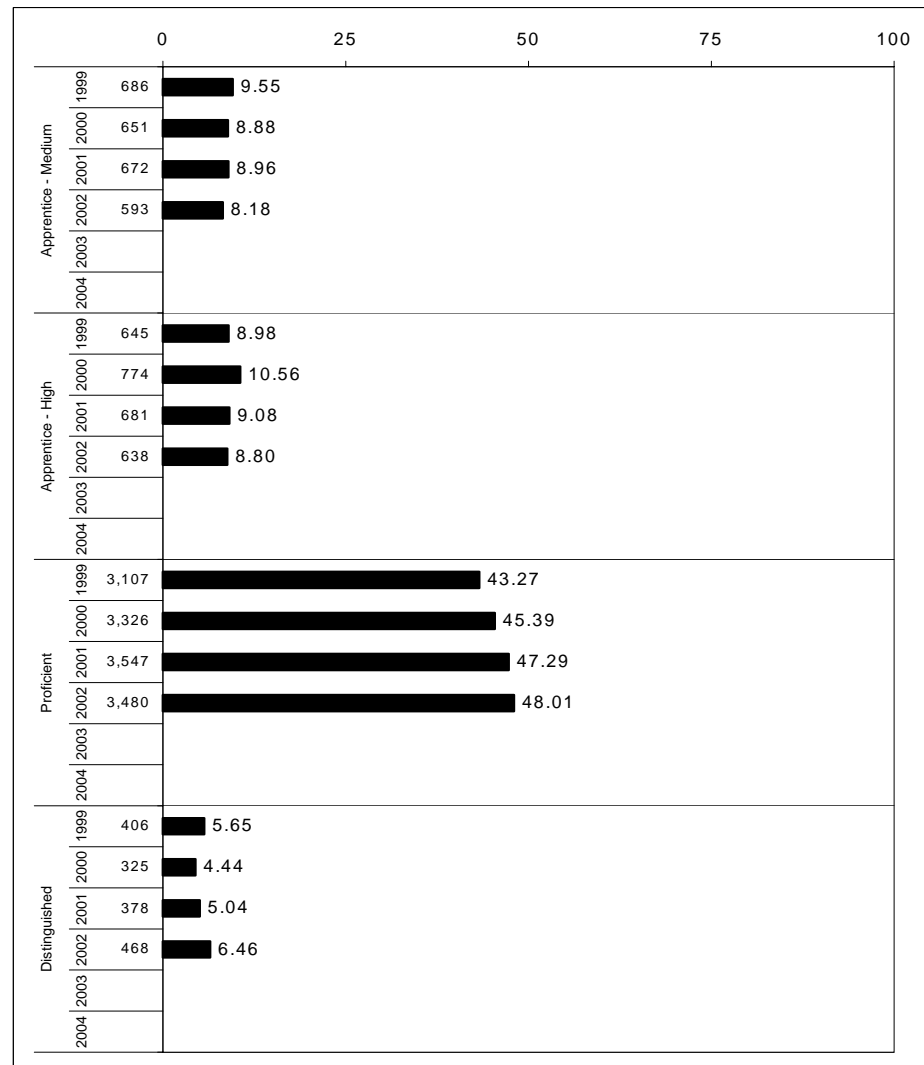
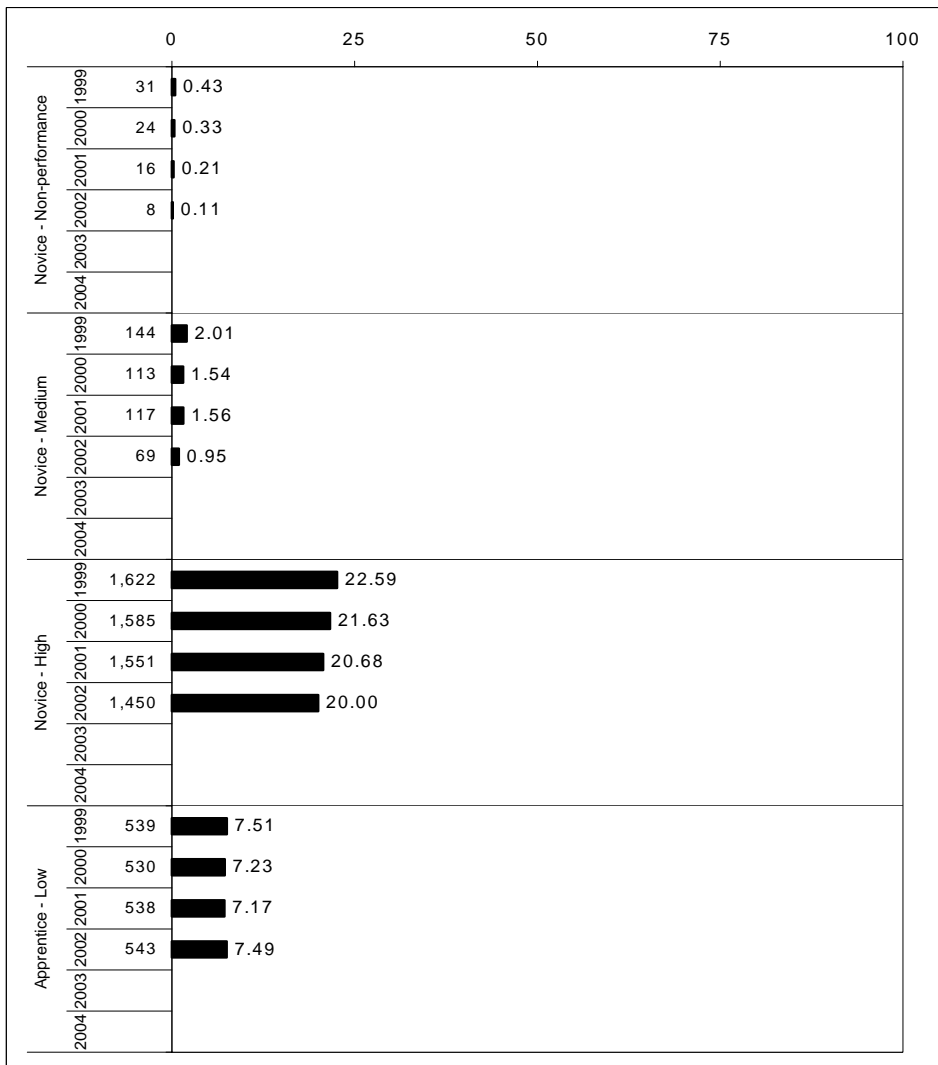
Grade: 04/05





SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 04



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 04

READING SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	75	2.2	2.3									
Informational	40	2.2	2.3									
Persuasive	15	2.1	2.2									
Practical/Workplace	20	2.2	2.2									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 04

OPEN RESPONSE	No. Items	No. Observations	REGION								STATE								School -State			
			Percents								Mean	Std. Err.	No. Observations	Percents								Mean
			B	0	1	2	3	4	B	0				1	2	3	4					
1.0.x - Literary	15	21,513	0	5	23	52	16	3	1.9	0.0	146,558	0	4	22	54	17	3	1.9	0.0			
2.0.x - Informational	8	10,726	0	5	22	53	17	4	1.9	0.0	73,212	0	3	20	54	18	4	2.0	-0.1			
3.0.x - Persuasive	3	3,601	0	5	24	52	16	3	1.9	0.0	24,490	0	3	21	57	17	2	1.9	0.0			
4.0.x - Practical/Workplace	4	7,168	0	6	24	44	21	4	1.9	0.0	48,852	0	5	22	48	20	5	2.0	-0.1			
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult								Correct	Incorrect	Omit/Mult							
1.0.x - Literary	60	86,052	71	29	0						0.71	0.00	586,232	75	25	0						
2.0.x - Informational	32	42,904	70	30	0						0.69	0.00	292,848	73	27	0						
3.0.x - Persuasive	12	14,404	66	34	0						0.66	0.00	97,960	70	30	0						
4.0.x - Practical/Workplace	16	28,672	66	34	0						0.66	0.00	195,408	68	31	0						



SPRING 2002 **KENTUCKY PERFORMANCE REPORT** **READING QUESTIONNAIRE DATA**

District: REGION 3
 Code: 903
 Grade: 04

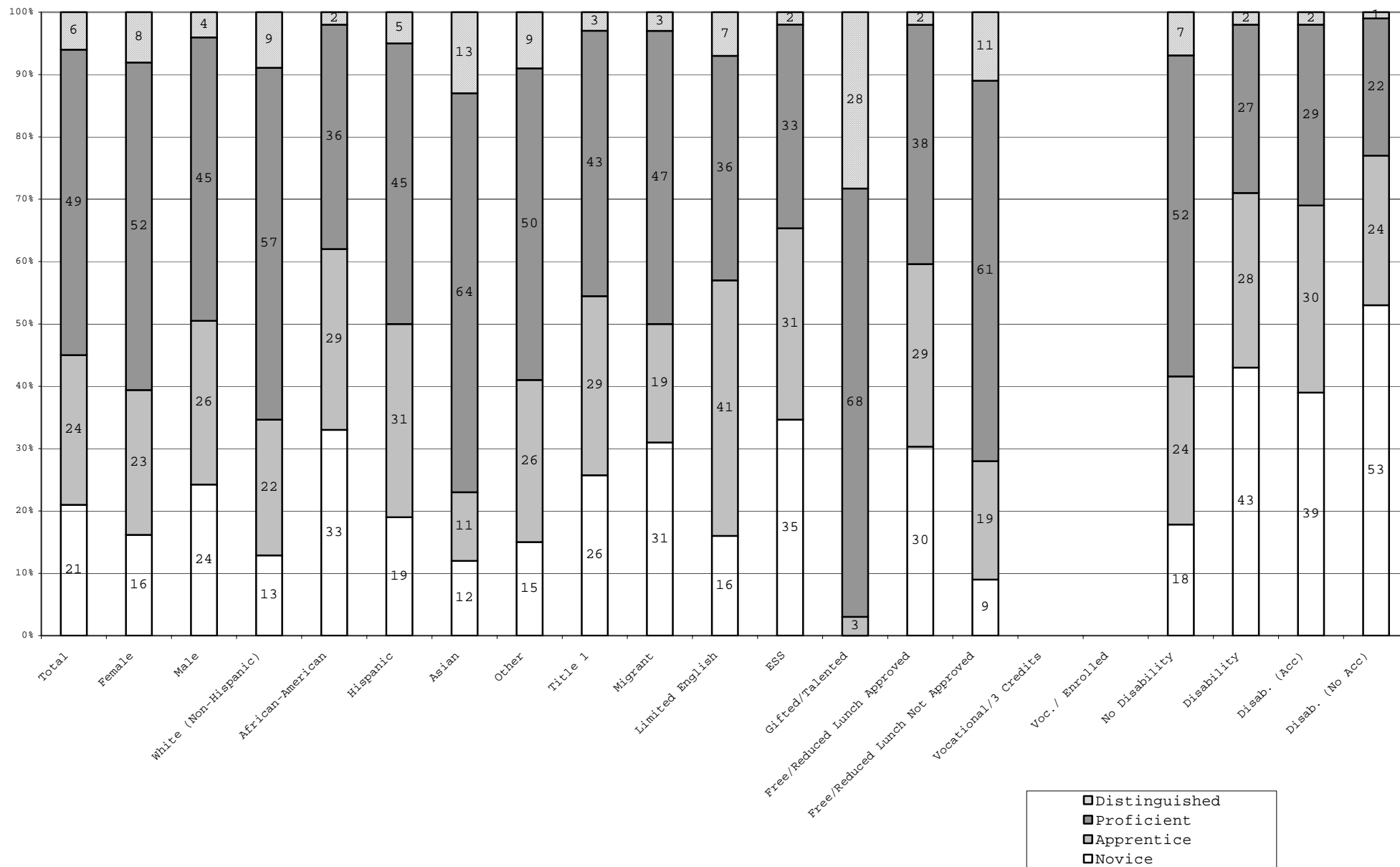
	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the reading questions tested things you learned in school	369	5%	(5%)	1,920	27%	(27%)	3,068	43%	(45%)	1,745	24%	(23%)	55	1%	(1%)
37 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	109	2%	(1%)	152	2%	(2%)	3,773	53%	(59%)	3,045	42%	(37%)	63	1%	(1%)
38 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	298	4%	(3%)	306	4%	(3%)	1,314	18%	(18%)	5,161	72%	(74%)	78	1%	(1%)
39 On a typical school day, how much time do you spend reading in classes other than reading class?	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>		
	310	4%	(4%)	3,569	50%	(51%)	2,320	32%	(32%)	487	7%	(7%)	404	6%	(5%)
In your class, how often do you do the following:															
40 listen to an adult read aloud	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
	359	5%	(6%)	2,209	31%	(32%)	729	10%	(10%)	1,201	17%	(17%)	2,602	36%	(34%)
41 use a chart or web when you read	2,266	32%	(35%)	2,476	35%	(33%)	845	12%	(11%)	848	12%	(11%)	650	9%	(8%)
42 read stories, poems, or books other than a textbook	394	5%	(5%)	1,674	23%	(24%)	916	13%	(13%)	1,595	22%	(22%)	2,512	35%	(36%)
43 read newspapers or magazines	1,466	20%	(23%)	2,412	34%	(33%)	1,313	18%	(18%)	1,030	14%	(13%)	867	12%	(11%)
44 spend time thinking or talking about what you are going to read BEFORE you read	1,354	19%	(21%)	2,146	30%	(29%)	1,058	15%	(15%)	1,225	17%	(17%)	1,310	18%	(17%)
45 use a computer to read poems, articles, stories, or books	3,178	44%	(44%)	1,941	27%	(26%)	787	11%	(10%)	626	9%	(10%)	548	8%	(9%)
46 use a computer to answer questions about poems, articles, stories or books you have read	2,823	39%	(35%)	2,085	29%	(27%)	938	13%	(12%)	687	10%	(13%)	534	7%	(12%)
47 write about what you read	802	11%	(15%)	2,636	37%	(37%)	1,092	15%	(15%)	1,265	18%	(16%)	1,279	18%	(15%)
48 talk about what you read with a teacher or other students	906	13%	(13%)	2,427	34%	(33%)	988	14%	(14%)	1,217	17%	(17%)	1,558	22%	(21%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING DISAGGREGATION
Performance Level Percents

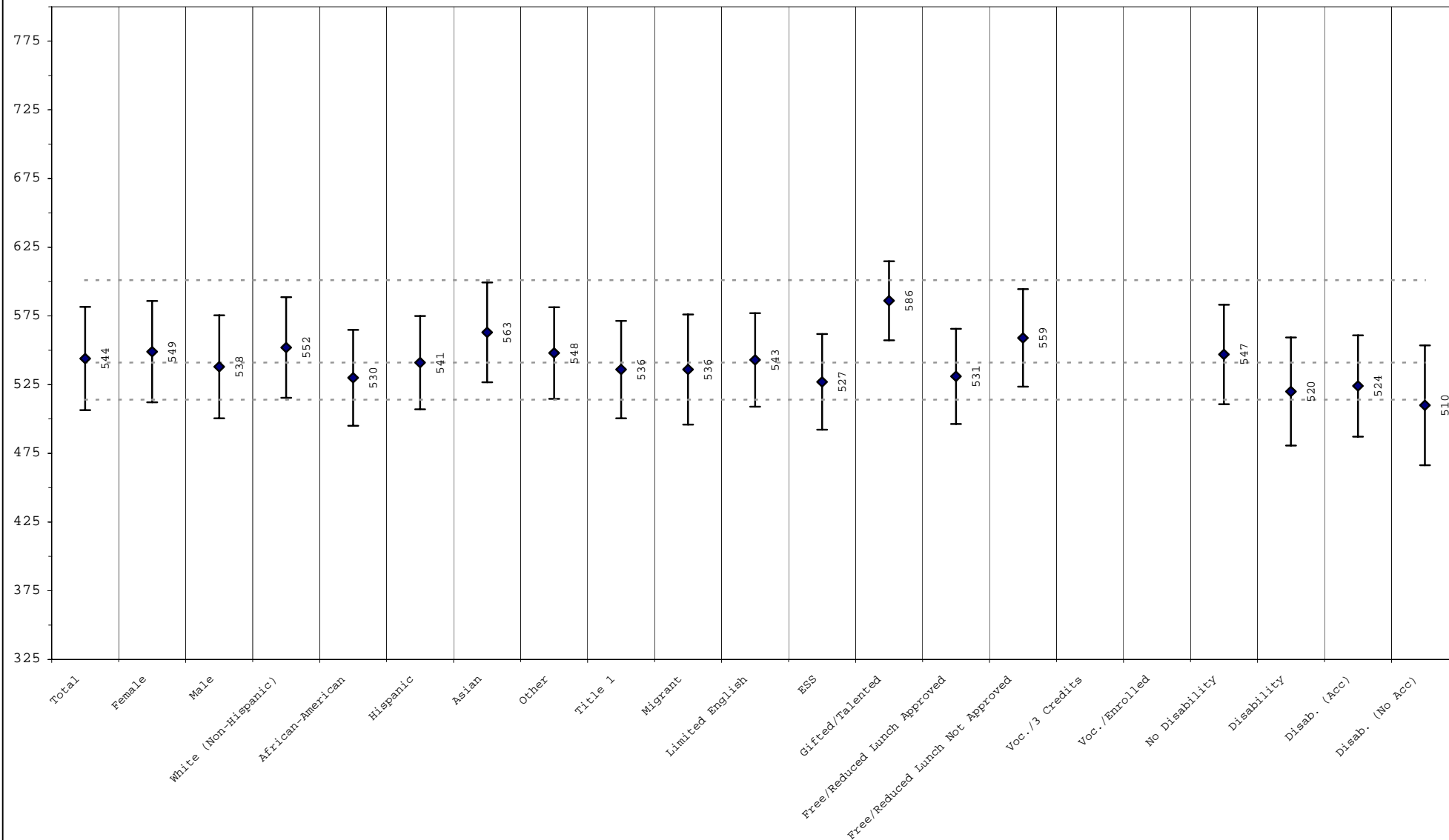
District: REGION 3
Code: 903
Grade: 04



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
READING

District: REGION 3
Code: 903
Grade: 04



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: REGION 3
 Code: 903
 Grade: 04

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							7,172		544 (0.4)	48,888		548 (0.2)
Gender:												
Female							3,504	49%	549 (0.6)	23,522	48%	553 (0.2)
Male							3,667	51%	538 (0.6)	25,332	52%	543 (0.2)
Gap Female vs Male									11*			10*
Ethnicity												
White (Non-Hispanic)							4,176	58%	552 (0.6)	41,691	85%	550 (0.2)
African-American							2,662	37%	530 (0.7)	5,494	11%	531 (0.5)
Hispanic							130	2%	541 (3.0)	528	1%	539 (1.6)
Asian							91	1%	563 (3.8)	305	1%	564 (2.0)
Other							110	2%	548 (3.2)	595	1%	547 (1.4)
Gap White vs African American									22*			19*
Gap White vs Hispanic									11*			11*
Gap White vs Asian									-11*			-14*
Gap White vs Other									4			3*
Title I												
Participating Students							4,429	62%	536 (0.5)	33,183	68%	543 (0.2)
Not Participating							2,743	38%	557 (0.7)	15,705	32%	558 (0.3)
Gap Participating vs Non-Participating									-21*			-15*
Migrant Program												
Participating Students							32		536 (7.1)	692	1%	535 (1.2)
Not Participating							7,140	100%	544 (0.4)	48,196	99%	548 (0.2)
Gap Participating vs Non-Participating									-8			-13*
Limited English Proficiency												
Participating Students							69	1%	543 (4.1)	214		531 (2.5)
Not Participating							7,103	99%	544 (0.4)	48,674	100%	548 (0.2)
Gap Participating vs Non-Participating									-1			-17*
Extended School Services												
Participating Students							1,872	26%	527 (0.8)	15,656	32%	542 (0.3)
Not Participating							5,300	74%	550 (0.5)	33,232	68%	551 (0.2)
Gap Participating vs Non-Participating									-23*			-9*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: REGION 3
 Code: 903
 Grade: 04

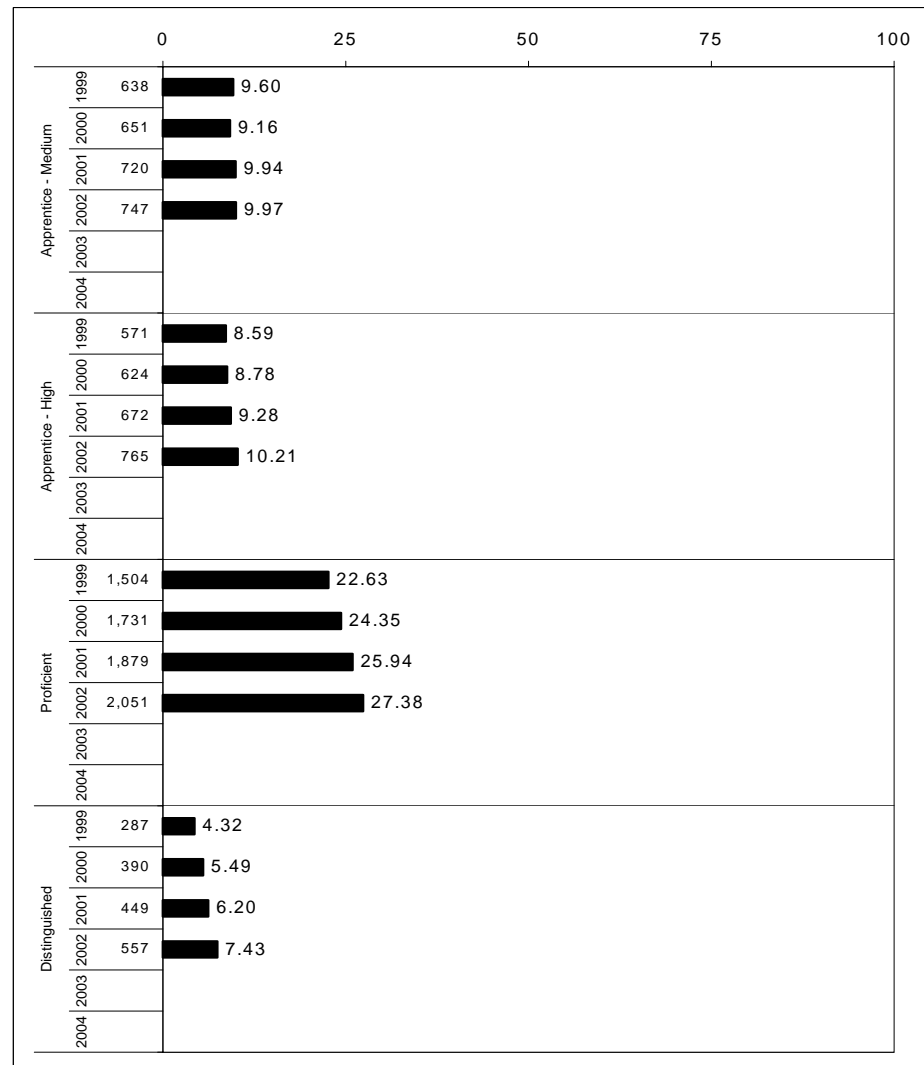
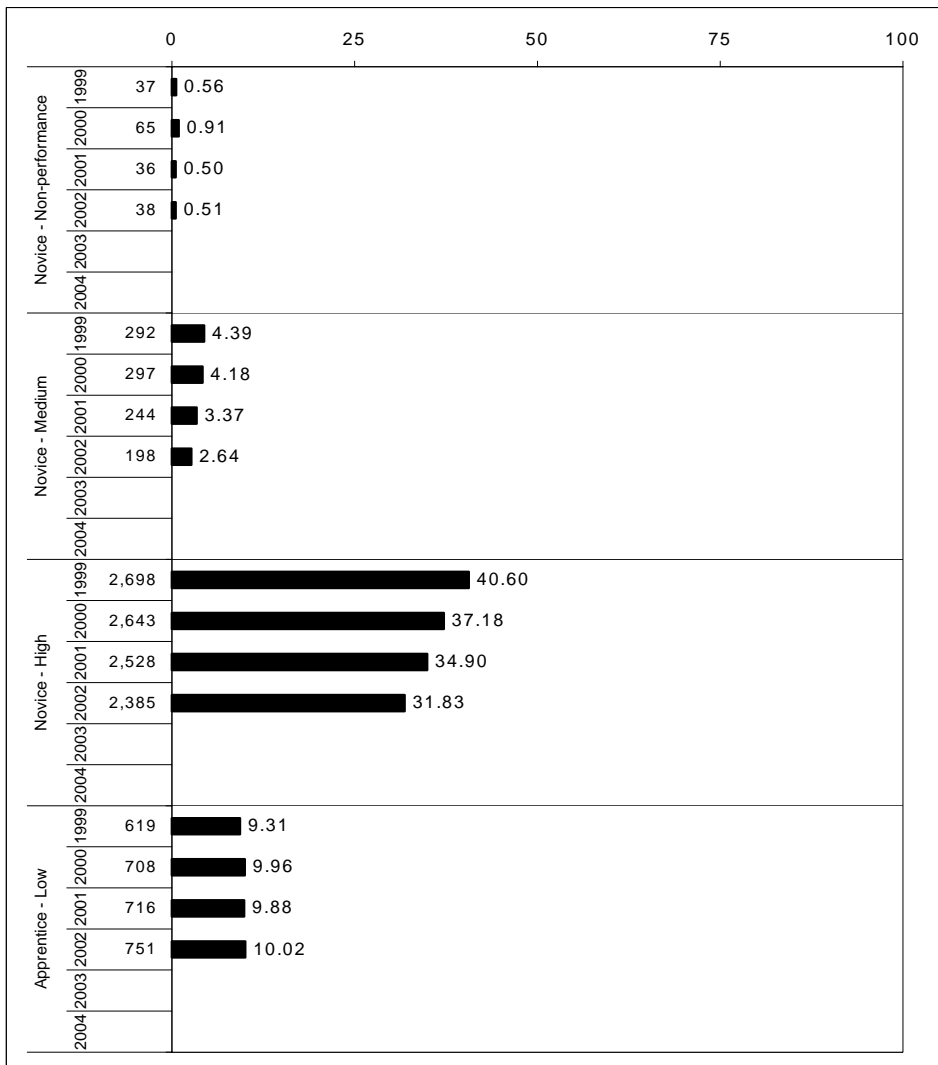
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							630	9%	586 (1.1)	8,197	17%	578 (0.3)
Not Participating							6,542	91%	540 (0.4)	40,691	83%	542 (0.2)
<i>Gap Participating vs Non-Participating</i>									46*			36*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							3,916	55%	531 (0.6)	24,818	51%	538 (0.2)
Not Approved (includes not coded)							3,256	45%	559 (0.6)	24,070	49%	559 (0.2)
<i>Gap Approved vs Not Approved</i>									-28*			-21*
Disability Status												
Students without Disabilities (includes not coded)							6,328	88%	547 (0.5)	42,922	88%	551 (0.2)
Students with Disabilities							844	12%	520 (1.4)	5,966	12%	528 (0.5)
Tested with Accommodations							606	8%	524 (1.5)	4,758	10%	529 (0.5)
Tested without Accommodations							238	3%	510 (2.8)	1,208	2%	525 (1.2)
<i>Gap With vs Without</i>									-27*			-23*
Alternate Portfolio							77	1%		414	1%	
Exemptions (On-Demand)												
Medical							17			96		
LEP							72			250		
Other										1		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 05



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 05

MATHEMATICS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number/Computation	73	2.2	2.2									
Geometry/Measurement	42	2.1	2.2									
Probability/Statistics	28	2.1	2.1									
Algebraic Ideas	24	2.1	2.1									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS CORE CONTENT

District: REGION 3

Code: 903

Grade: 05

OPEN RESPONSE	No. Items	No. Observations	REGION								Std. Err.	STATE								School -State Mean	
			Percents						Mean	No. Observations		Percents						Mean			
			B	0	1	2	3	4				B	0	1	2	3	4				
1.x.x - Number/Computation	16	19,665	0	16	22	23	21	18	2.0	0.0	132,259	0	15	22	23	22	18	2.0	0.0		
1.1.x - Concepts	7	8,636	0	15	22	21	19	23	2.1	0.0	58,050	0	14	22	21	20	23	2.1	0.0		
1.2.x - Skills	12	14,700	0	17	23	23	21	16	1.9	0.0	98,942	0	16	23	23	22	16	2.0	-0.1		
1.3.x - Relationships	4	4,965	0	13	18	28	22	19	2.2	0.0	33,317	0	12	18	26	24	20	2.2	0.0		
2.x.x - Geometry/Measurement	10	12,302	0	20	19	25	22	14	1.9	0.0	82,772	0	19	19	26	22	14	1.9	0.0		
2.1.x - Concepts	5	6,124	0	20	24	22	21	12	1.8	0.0	41,234	0	20	23	23	22	12	1.8	0.0		
2.2.x - Skills	7	8,624	0	24	13	26	20	16	1.9	0.0	58,019	0	23	15	26	20	15	1.9	0.0		
2.3.x - Relationships	4	4,932	0	23	24	23	20	11	1.7	0.0	33,158	0	22	23	23	20	11	1.7	0.0		
3.x.x - Probability/Statistics	8	9,820	0	22	22	17	20	18	1.9	0.0	66,124	0	21	22	17	21	18	1.9	0.0		
3.1.x - Concepts	2	2,435	0	34	13	11	13	28	1.9	0.0	16,465	0	33	14	12	13	28	1.9	0.0		
3.2.x - Skills	8	9,820	0	22	22	17	20	18	1.9	0.0	66,124	0	21	22	17	21	18	1.9	0.0		
3.3.x - Relationships	1	1,230	1	20	26	15	27	12	1.8	0.0	8,269	0	20	27	14	27	11	1.8	0.0		
4.x.x - Algebraic Ideas	7	8,608	0	19	23	14	27	17	2.0	0.0	57,885	0	17	22	15	28	17	2.0	0.0		
4.1.x - Concepts	1	1,228	0	22	30	15	18	14	1.7	0.0	8,243	0	20	31	17	17	14	1.7	0.0		
4.2.x - Skills	6	7,380	0	19	21	14	29	17	2.0	0.0	49,642	0	17	21	15	30	17	2.1	-0.1		
4.3.x - Relationships	1	1,228	0	5	12	12	60	10	2.6	0.0	8,243	0	5	11	13	59	11	2.6	0.0		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Number/Computation	57	86,124	65	35	0						0.65	0.00	579,280	67	33	0					
1.1.x - Concepts	20	30,785	68	32	0						0.68	0.00	207,078	69	31	0					
1.2.x - Skills	37	54,237	66	34	0						0.66	0.00	364,715	67	33	0					
1.3.x - Relationships	7	13,527	64	36	0						0.64	0.00	90,867	66	34	0					
2.x.x - Geometry/Measurement	32	45,502	62	38	0						0.62	0.00	306,040	64	36	0					
2.1.x - Concepts	11	13,529	62	38	0						0.62	0.00	91,027	63	37	0					
2.2.x - Skills	17	24,597	62	38	0						0.62	0.00	165,400	64	36	0					
2.3.x - Relationships	7	11,080	61	39	0						0.61	0.00	74,505	62	38	0					
3.x.x - Probability/Statistics	20	28,298	64	36	0						0.64	0.00	190,357	65	35	0					
3.1.x - Concepts	6	8,594	65	35	0						0.65	0.01	57,884	67	33	0					
3.2.x - Skills	14	19,694	62	38	0						0.62	0.00	132,445	64	36	0					
3.3.x - Relationships	1	1,230	69	31	0						0.69	0.01	8,269	68	32	0					
4.x.x - Algebraic Ideas	17	24,579	56	44	0						0.56	0.00	165,364	59	41	0					
4.1.x - Concepts	3	3,704	52	48	0						0.52	0.01	24,892	53	47	0					
4.2.x - Skills	15	22,103	58	42	0						0.58	0.00	148,715	60	40	0					
4.3.x - Relationships	1	1,226	45	55	0						0.45	0.01	8,240	47	53	0					

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 05

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	80	1%	(1%)	752	10%	(10%)	3,818	51%	(52%)	2,660	36%	(37%)	77	1%	(1%)
	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
37 How well do you think you did on this test	60	1%	(1%)	122	2%	(2%)	3,868	52%	(58%)	3,253	44%	(39%)	86	1%	(1%)
	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
38 How hard did you try on this test	246	3%	(2%)	195	3%	(2%)	964	13%	(13%)	5,912	80%	(81%)	91	1%	(1%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	466	6%	(6%)	4,014	54%	(65%)	781	11%	(9%)	1,369	18%	(13%)	700	9%	(6%)
40 work on mathematics tasks/projects that require more than one class period	1,002	14%	(16%)	3,089	42%	(45%)	1,094	15%	(14%)	1,186	16%	(14%)	937	13%	(11%)
41 use a calculator	321	4%	(6%)	2,596	35%	(38%)	873	12%	(11%)	1,736	23%	(20%)	1,791	24%	(24%)
42 use a computer	2,461	33%	(34%)	2,016	27%	(28%)	1,314	18%	(14%)	951	13%	(13%)	559	8%	(10%)
43 write about mathematics	957	13%	(17%)	2,249	30%	(33%)	953	13%	(13%)	1,434	19%	(16%)	1,718	23%	(18%)
44 use hands-on materials other than books, worksheets, calculators or computers	618	8%	(9%)	2,736	37%	(40%)	1,045	14%	(14%)	1,480	20%	(18%)	1,436	19%	(17%)
45 draw pictures or charts to help explain your thinking	257	3%	(4%)	2,117	29%	(34%)	1,070	14%	(16%)	2,034	27%	(25%)	1,821	25%	(20%)
46 discuss different ways to solve problems	178	2%	(3%)	1,336	18%	(18%)	828	11%	(12%)	1,805	24%	(25%)	3,164	43%	(41%)
47 receive notes or comments about your work that help you understand mathematics	946	13%	(15%)	2,287	31%	(34%)	1,051	14%	(14%)	1,440	19%	(18%)	1,575	21%	(18%)
48 work on mathematics that is about real-life experiences	835	11%	(13%)	2,274	31%	(32%)	994	13%	(14%)	1,573	21%	(19%)	1,629	22%	(21%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

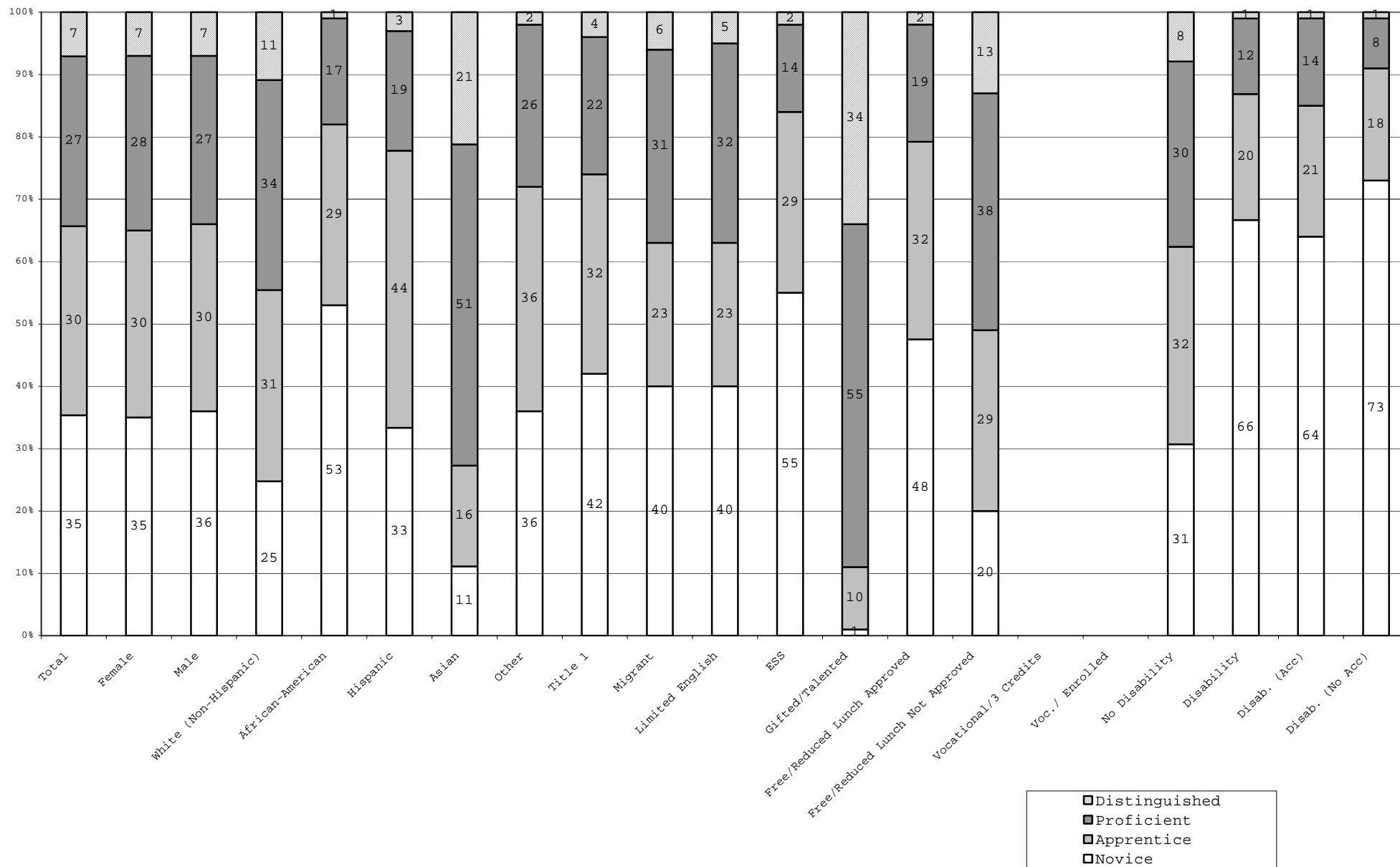
Run Date: 05/07/2003

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS DISAGGREGATION
Performance Level Percents

District: REGION 3
 Code: 903
 Grade: 05

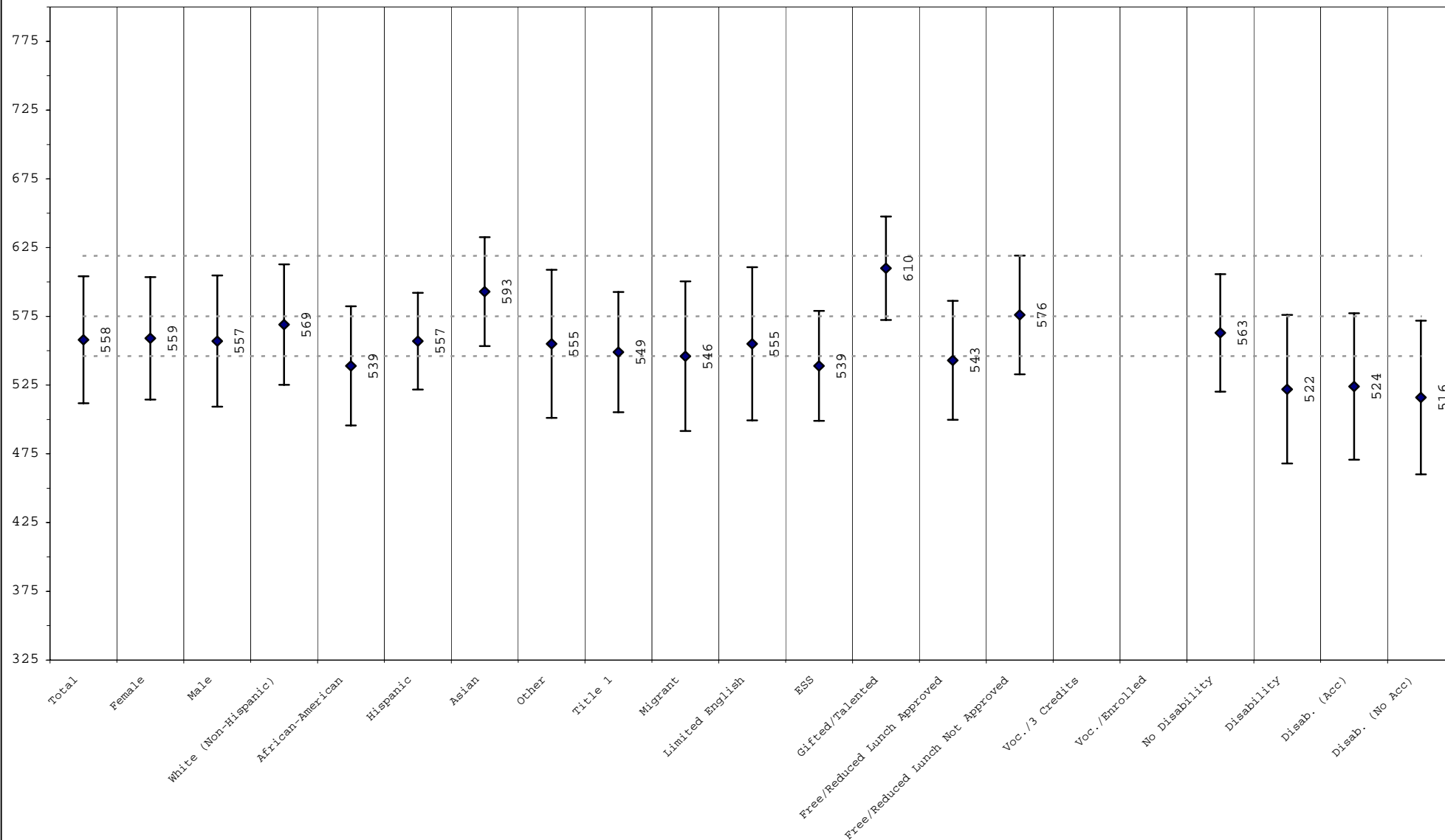


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
MATHEMATICS

District: REGION 3
 Code: 903
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: REGION 3
 Code: 903
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							7,415		558 (0.5)	49,793		561 (0.2)
Gender:												
Female							3,682	50%	559 (0.7)	24,359	49%	562 (0.3)
Male							3,733	50%	557 (0.8)	25,404	51%	559 (0.3)
Gap Female vs Male									2			3*
Ethnicity												
White (Non-Hispanic)							4,381	59%	569 (0.7)	42,731	86%	563 (0.2)
African-American							2,739	37%	539 (0.8)	5,488	11%	539 (0.6)
Hispanic							99	1%	557 (3.5)	496	1%	554 (1.9)
Asian							105	1%	593 (3.9)	299	1%	592 (2.5)
Other							89	1%	555 (5.7)	593	1%	557 (1.9)
Gap White vs African American									30*			24*
Gap White vs Hispanic									12*			9*
Gap White vs Asian									-24*			-29*
Gap White vs Other									14*			6*
Title I												
Participating Students							4,691	63%	549 (0.6)	33,214	67%	554 (0.2)
Not Participating							2,724	37%	573 (0.9)	16,579	33%	573 (0.3)
Gap Participating vs Non-Participating									-24*			-19*
Migrant Program												
Participating Students							35		546 (9.2)	685	1%	543 (1.5)
Not Participating							7,380	100%	558 (0.5)	49,108	99%	561 (0.2)
Gap Participating vs Non-Participating									-12			-18*
Limited English Proficiency												
Participating Students							62	1%	555 (7.1)	188		549 (3.3)
Not Participating							7,353	99%	558 (0.5)	49,605	100%	561 (0.2)
Gap Participating vs Non-Participating									-3			-12*
Extended School Services												
Participating Students							1,638	22%	539 (1.0)	12,749	26%	550 (0.4)
Not Participating							5,777	78%	563 (0.6)	37,044	74%	564 (0.2)
Gap Participating vs Non-Participating									-24*			-14*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: REGION 3
 Code: 903
 Grade: 05

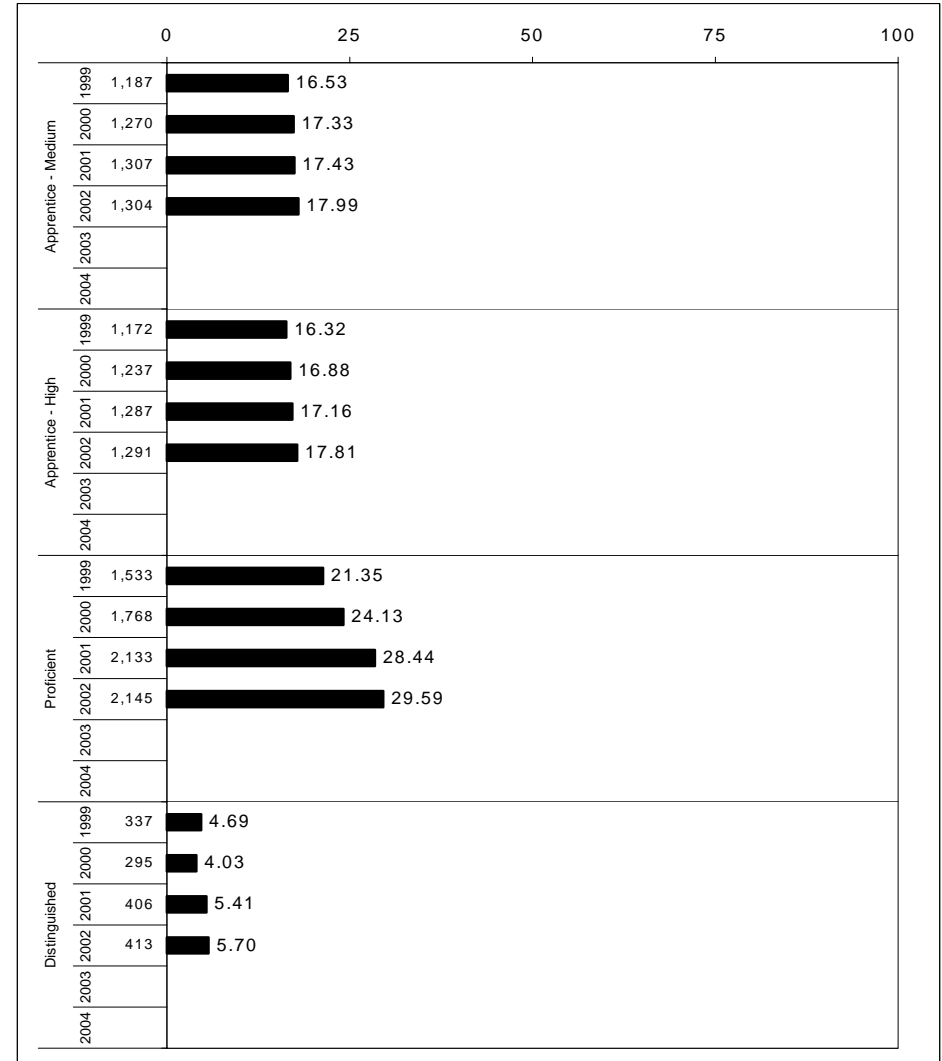
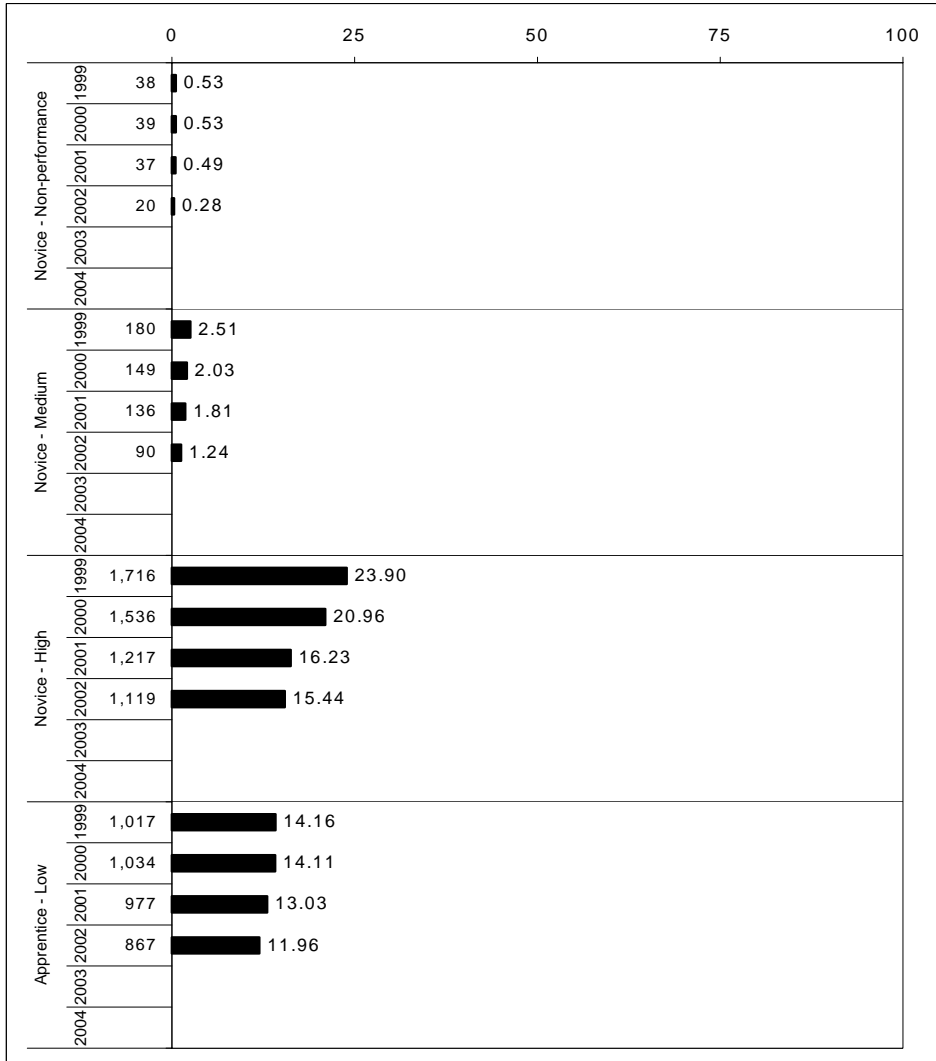
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							767	10%	610 (1.4)	9,045	18%	598 (0.4)
Not Participating							6,648	90%	552 (0.5)	40,748	82%	552 (0.2)
<i>Gap Participating vs Non-Participating</i>									58*			46*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							4,023	54%	543 (0.7)	24,641	49%	547 (0.3)
Not Approved (includes not coded)							3,392	46%	576 (0.7)	25,152	51%	574 (0.3)
<i>Gap Approved vs Not Approved</i>									-33*			-27*
Disability Status												
Students without Disabilities (includes not coded)							6,526	88%	563 (0.5)	43,602	88%	565 (0.2)
Students with Disabilities							889	12%	522 (1.8)	6,191	12%	527 (0.7)
Tested with Accommodations							672	9%	524 (2.1)	5,006	10%	525 (0.7)
Tested without Accommodations							217	3%	516 (3.8)	1,185	2%	532 (1.6)
<i>Gap With vs Without</i>									-41*			-38*
Alternate Portfolio							77	1%		414	1%	
Exemptions (On-Demand)												
Medical							20			114		
LEP							70			216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 04



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 04

SCIENCE SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Physical Science	55	1.9	2.1									
Earth & Space Science	51	1.7	1.9									
Life Science	54	2.2	2.3									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE CORE CONTENT

District: REGION 3

Code: 903

Grade: 04

OPEN RESPONSE	No. Items	REGION										STATE									School -State Mean
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Physical Science	12	14,336	0	22	27	28	16	7	1.6	0.0	97,704	0	18	27	29	18	8	1.7	-0.1		
1.1.x - Object/Material Properties	3	3,563	0	25	23	27	11	13	1.6	0.0	24,377	0	20	23	27	15	14	1.8	-0.2		
1.2.x - Object's Positions/Motions	3	3,590	0	20	35	29	13	3	1.4	0.0	24,464	0	16	35	32	14	3	1.5	-0.1		
1.3.x - Light/Heat/Elec./Magnetism	7	8,366	0	23	24	27	19	6	1.6	0.0	56,990	0	19	24	28	22	7	1.8	-0.2		
2.x.x - Earth & Space Science	11	13,139	0	27	31	24	13	5	1.4	0.0	89,581	0	24	30	26	14	5	1.5	-0.1		
2.1.x - Earth Materials:Properties	3	3,561	0	29	32	23	11	5	1.3	0.0	24,354	0	26	30	25	13	6	1.4	-0.1		
2.2.x - Objects in the Sky	1	1,216	0	3	16	44	29	8	2.2	0.0	8,231	0	3	14	46	29	7	2.2	0.0		
2.3.x - Earth/Sky Changes	7	8,362	0	30	32	22	11	4	1.3	0.0	56,996	0	26	33	24	12	5	1.4	-0.1		
3.x.x - Life Science	15	17,936	0	9	21	38	23	8	2.0	0.0	122,179	0	7	20	39	25	9	2.1	-0.1		
3.1.x - Organisms:Characteristics	9	10,776	0	6	19	40	26	9	2.1	0.0	73,418	0	5	18	40	28	10	2.2	-0.1		
3.2.x - Life Cycle of Organisms	1	1,198	0	5	16	36	34	9	2.3	0.0	8,138	0	4	15	37	35	10	2.3	0.0		
3.3.x - Organisms:Environment	7	8,365	0	14	25	36	19	6	1.8	0.0	56,975	0	11	23	37	21	8	1.9	-0.1		
MULTIPLE CHOICE			Correct Incorrect Omit/Mult									Correct Incorrect Omit/Mult									
			1.x.x - Physical Science	43	59,728	65	35	0				0.65	0.00	407,060	69	31	0			0.69	-0.04
			1.1.x - Object/Material Properties	11	15,552	68	32	0				0.68	0.00	105,935	71	29	0			0.71	-0.03
			1.2.x - Object's Positions/Motions	10	15,534	74	26	0				0.74	0.00	105,842	78	22	0			0.78	-0.04
			1.3.x - Light/Heat/Elec./Magnetism	24	31,055	59	41	0				0.59	0.00	211,637	65	35	0			0.64	-0.05
			2.x.x - Earth & Space Science	40	57,334	62	38	0				0.62	0.00	390,805	66	34	0			0.66	-0.04
			2.1.x - Earth Materials:Properties	14	20,297	63	37	0				0.63	0.00	138,422	68	32	0			0.68	-0.05
			2.2.x - Objects in the Sky	4	5,981	67	33	0				0.67	0.01	40,740	70	30	0			0.70	-0.03
			2.3.x - Earth/Sky Changes	23	32,253	61	39	0				0.61	0.00	219,766	64	36	0			0.64	-0.03
			3.x.x - Life Science	39	57,355	65	35	0				0.65	0.00	390,833	69	31	0			0.69	-0.04
			3.1.x - Organisms:Characteristics	20	28,652	62	38	0				0.62	0.00	195,285	67	33	0			0.67	-0.05
			3.2.x - Life Cycle of Organisms	9	13,139	68	32	0				0.68	0.00	89,581	70	30	0			0.70	-0.02
			3.3.x - Organisms:Environment	13	19,150	65	35	0				0.65	0.00	130,446	69	31	0			0.69	-0.04

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 04

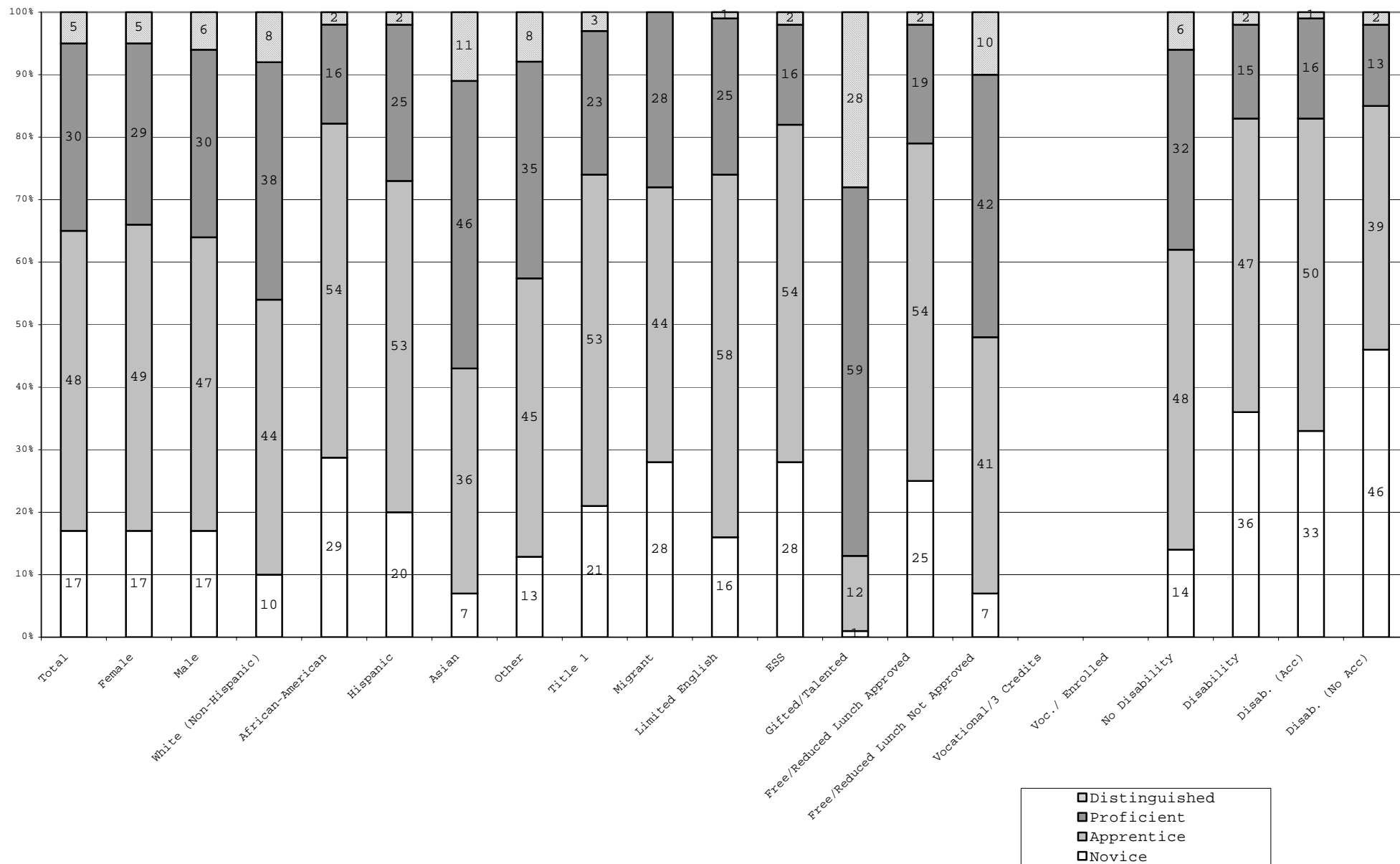
	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the science questions tested things you learned in school	176	2%	(2%)	1,346	19%	(18%)	3,578	50%	(51%)	1,973	28%	(28%)	99	1%	(1%)
37 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	111	2%	(1%)	216	3%	(3%)	3,680	51%	(56%)	3,042	42%	(38%)	123	2%	(2%)
38 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	346	5%	(3%)	313	4%	(3%)	1,139	16%	(16%)	5,242	73%	(76%)	132	2%	(2%)
In your class, how often do you do the following:															
	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
39 read from a textbook	1,028	14%	(11%)	2,373	33%	(32%)	781	11%	(10%)	1,324	18%	(20%)	1,564	22%	(26%)
40 read about science in magazines or books other than a textbook	1,285	18%	(19%)	2,541	35%	(37%)	1,151	16%	(15%)	1,165	16%	(16%)	930	13%	(12%)
41 work on worksheets	183	3%	(2%)	1,624	23%	(22%)	805	11%	(10%)	1,656	23%	(25%)	2,802	39%	(39%)
42 work with other students in pairs, small groups or teams	514	7%	(6%)	3,389	47%	(52%)	1,051	15%	(15%)	1,271	18%	(17%)	836	12%	(9%)
43 watch your teacher do a science experiment/demonstration	660	9%	(7%)	3,266	46%	(49%)	1,084	15%	(15%)	1,113	16%	(16%)	935	13%	(12%)
44 watch a video	296	4%	(4%)	3,371	47%	(48%)	1,247	17%	(18%)	1,171	16%	(18%)	963	13%	(12%)
45 do experiments/investigations about things in which you are interested	1,003	14%	(13%)	3,066	43%	(44%)	1,182	16%	(17%)	1,059	15%	(15%)	718	10%	(9%)
46 do experiments/investigations about things your teacher wants you to study	691	10%	(8%)	2,815	39%	(40%)	1,271	18%	(18%)	1,202	17%	(17%)	1,032	14%	(15%)
47 use equipment like rulers or magnets in your experiments/investigations	654	9%	(8%)	2,986	42%	(44%)	1,233	17%	(17%)	1,192	17%	(17%)	978	14%	(12%)
48 draw or write about your experiments/investigations	733	10%	(10%)	2,678	37%	(39%)	1,331	19%	(19%)	1,253	17%	(17%)	1,042	15%	(14%)
49 talk about your experiments/investigations with a teacher or other students	864	12%	(12%)	2,587	36%	(36%)	1,169	16%	(17%)	1,203	17%	(17%)	1,218	17%	(17%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE DISAGGREGATION
Performance Level Percents

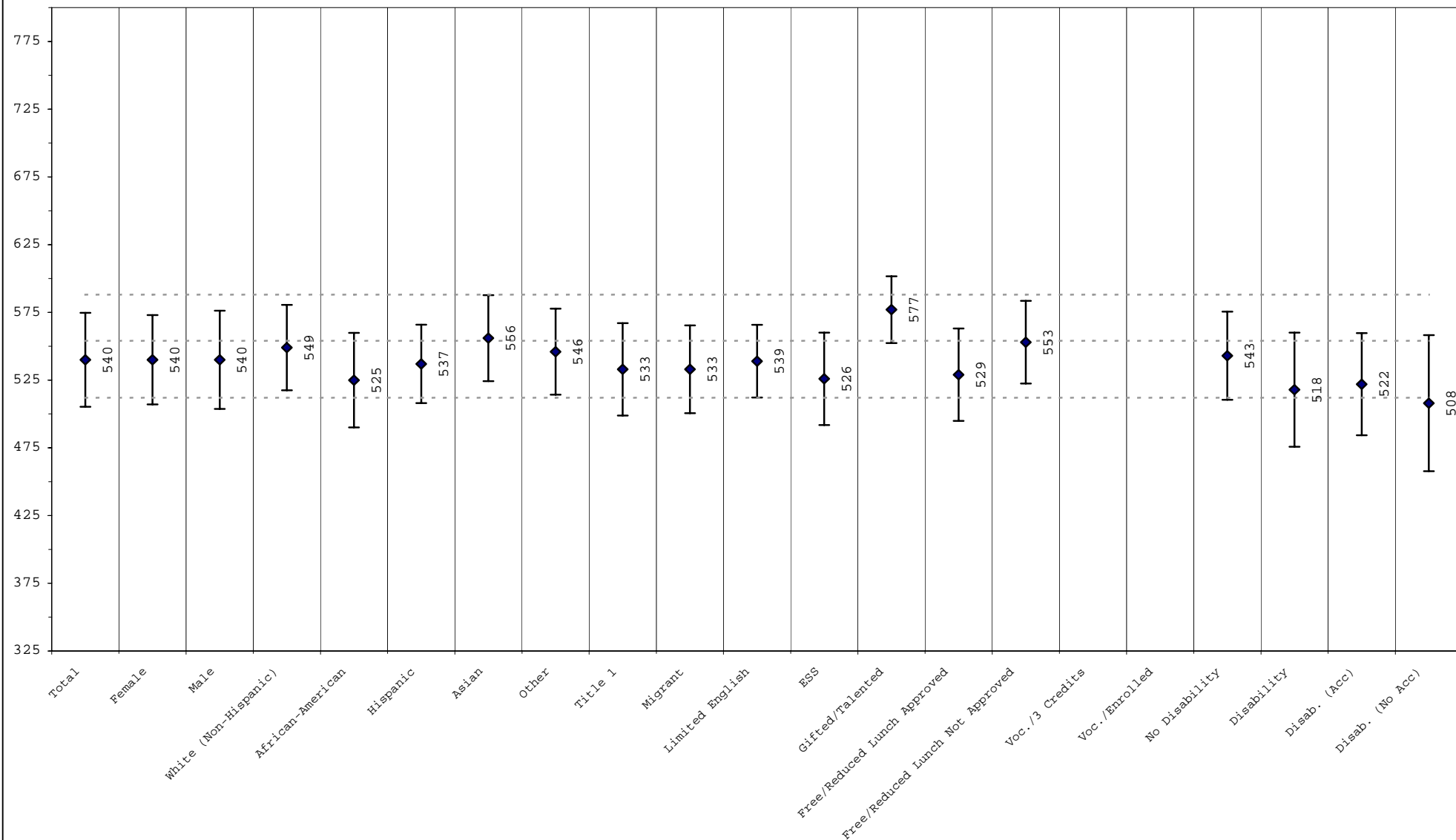
District: REGION 3
Code: 903
Grade: 04



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SCIENCE

District: REGION 3
Code: 903
Grade: 04



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: REGION 3
 Code: 903
 Grade: 04

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							7,172		540 (0.4)	48,888		546 (0.1)
Gender:												
Female							3,504	49%	540 (0.6)	23,522	48%	546 (0.2)
Male							3,667	51%	540 (0.6)	25,332	52%	546 (0.2)
Gap Female vs Male												
Ethnicity												
White (Non-Hispanic)							4,176	58%	549 (0.5)	41,691	85%	549 (0.1)
African-American							2,662	37%	525 (0.7)	5,494	11%	527 (0.5)
Hispanic							130	2%	537 (2.5)	528	1%	535 (1.6)
Asian							91	1%	556 (3.3)	305	1%	559 (1.8)
Other							110	2%	546 (3.0)	595	1%	543 (1.3)
Gap White vs African American									24*			22*
Gap White vs Hispanic									12*			14*
Gap White vs Asian									-7*			-10*
Gap White vs Other									3			6*
Title I												
Participating Students							4,429	62%	533 (0.5)	33,183	68%	542 (0.2)
Not Participating							2,743	38%	551 (0.6)	15,705	32%	554 (0.2)
Gap Participating vs Non-Participating									-18*			-12*
Migrant Program												
Participating Students							32		533 (5.7)	692	1%	537 (1.2)
Not Participating							7,140	100%	540 (0.4)	48,196	99%	546 (0.1)
Gap Participating vs Non-Participating									-7			-9*
Limited English Proficiency												
Participating Students							69	1%	539 (3.2)	214		526 (2.7)
Not Participating							7,103	99%	540 (0.4)	48,674	100%	546 (0.1)
Gap Participating vs Non-Participating									-1			-20*
Extended School Services												
Participating Students							1,872	26%	526 (0.8)	15,656	32%	541 (0.2)
Not Participating							5,300	74%	545 (0.5)	33,232	68%	548 (0.2)
Gap Participating vs Non-Participating									-19*			-7*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: REGION 3
 Code: 903
 Grade: 04

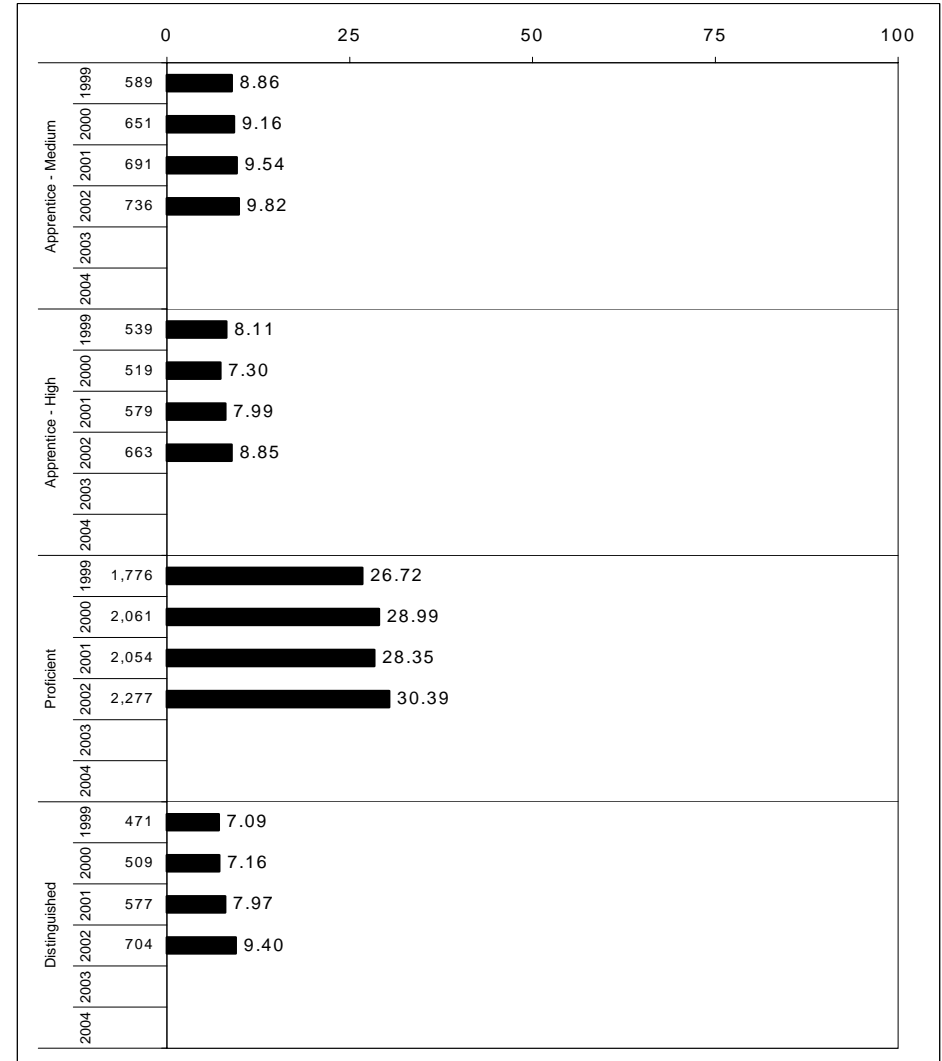
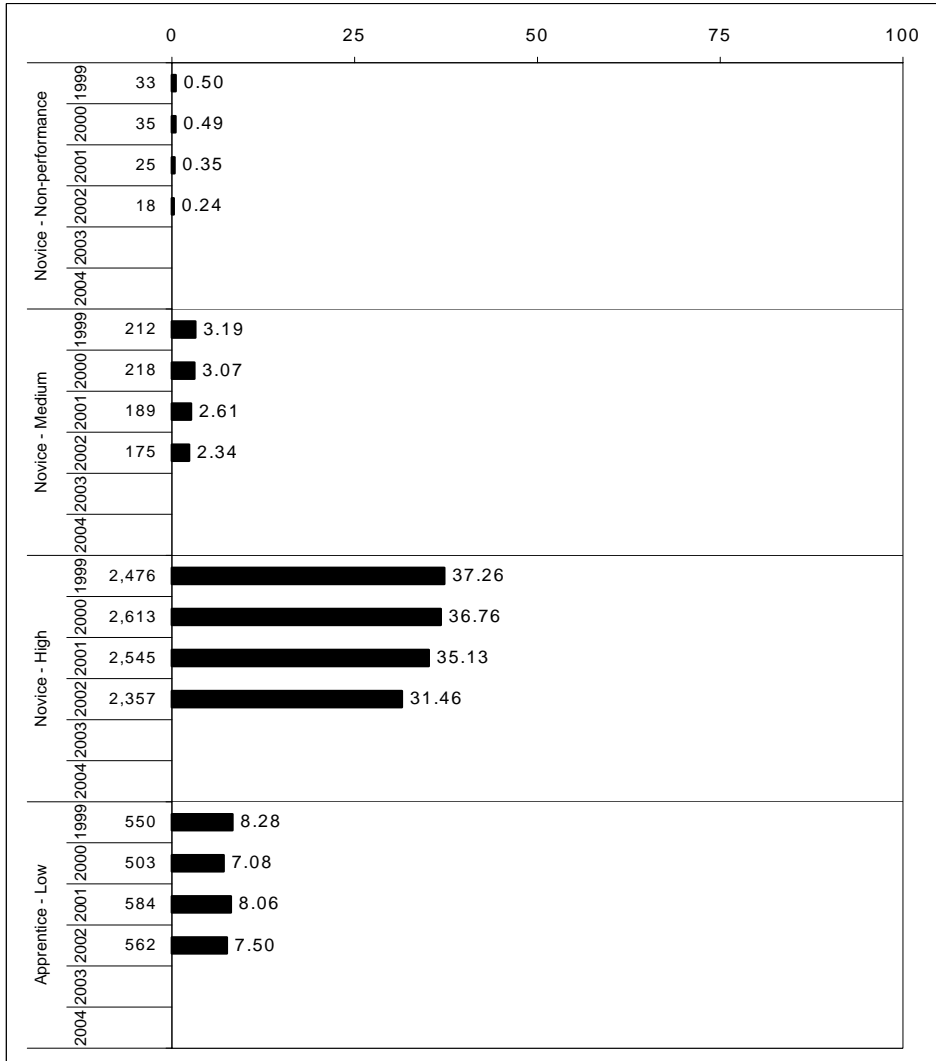
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							630	9%	577 (1.0)	8,197	17%	571 (0.3)
Not Participating							6,542	91%	536 (0.4)	40,691	83%	541 (0.1)
<i>Gap Participating vs Non-Participating</i>									41*			30*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							3,916	55%	529 (0.5)	24,818	51%	537 (0.2)
Not Approved (includes not coded)							3,256	45%	553 (0.5)	24,070	49%	555 (0.2)
<i>Gap Approved vs Not Approved</i>									-24*			-18*
Disability Status												
Students without Disabilities (includes not coded)							6,328	88%	543 (0.4)	42,922	88%	548 (0.1)
Students with Disabilities							844	12%	518 (1.4)	5,966	12%	529 (0.5)
Tested with Accommodations							606	8%	522 (1.5)	4,758	10%	530 (0.5)
Tested without Accommodations							238	3%	508 (3.3)	1,208	2%	525 (1.3)
<i>Gap With vs Without</i>									-25*			-19*
Alternate Portfolio							77	1%		414	1%	
Exemptions (On-Demand)												
Medical							17			96		
LEP							72			250		
Other										1		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 05



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES SUB-DOMAIN

District: REGION 3
Code: 903
Grade: 05

SOCIAL STUDIES SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Government & Civics	45	2.1	2.2									
Culture & Society	16	2.2	2.2									
Economics	21	2.2	2.2									
Geography	40	2.1	2.2									
History	43	2.1	2.2									

District: Top
State: Bottom

The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 05

OPEN RESPONSE	No. Items	REGION										STATE									School -State Mean
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Government & Civics	9	11,088	0	10	26	39	20	5	1.8	0.0	74,549	0	9	26	39	20	5	1.8	0.0		
1.1.x - People Form Governments	4	4,930	0	8	23	40	24	5	1.9	0.0	33,133	0	7	23	41	24	5	2.0	-0.1		
1.2.x - Limited and Shared Power	1	1,261	2	6	26	41	20	6	1.9	0.0	8,426	1	5	26	45	18	4	1.9	0.0		
1.3.x - Citizen:Rights&Responsib.	6	7,386	1	12	28	37	17	5	1.7	0.0	49,658	0	12	28	37	18	5	1.8	-0.1		
2.x.x - Culture & Society	4	4,891	0	6	28	44	17	4	1.8	0.0	32,974	0	5	29	43	18	4	1.9	-0.1		
2.1.x - Culture is a System	1	1,215	1	14	34	39	10	1	1.5	0.0	8,226	1	12	36	37	13	2	1.6	-0.1		
2.2.x - Cultures Address Needs	1	1,231	0	2	18	54	21	5	2.1	0.0	8,270	0	2	20	53	20	5	2.1	0.0		
2.3.x - Social Institutions	2	2,445	0	4	30	42	19	5	1.9	0.0	16,478	0	3	30	41	20	6	1.9	0.0		
2.4.x - Social Interactions	0	0									0										
3.x.x - Economics	5	6,177	0	8	20	46	19	7	2.0	0.0	41,447	0	7	18	46	21	8	2.0	0.0		
3.1.x - Economic Problem:Scarcity	2	2,492	0	5	12	50	23	9	2.2	0.0	16,696	0	3	11	49	26	11	2.3	-0.1		
3.2.x - Economic Sys./Institutions	1	1,231	0	10	28	39	17	5	1.8	0.0	8,270	0	9	25	41	20	4	1.8	0.0		
3.3.x - Market/Goods/Services	1	1,228	0	11	20	40	18	11	2.0	0.0	8,242	0	11	18	40	20	11	2.0	0.0		
3.4.x - Produce/Distribute/Consume	3	3,715	0	10	19	46	17	9	2.0	0.0	24,907	0	8	18	46	19	9	2.0	0.0		
4.x.x - Geography	10	12,309	0	10	24	40	21	5	1.9	0.0	82,790	0	8	23	42	22	5	1.9	0.0		
4.1.x - Earth's Surface Patterns	2	2,441	0	7	20	44	23	6	2.0	0.0	16,465	0	5	20	46	23	6	2.0	0.0		
4.2.x - Human/Phys. Char./Regions	3	3,658	0	12	25	39	19	5	1.8	0.0	24,694	0	10	25	39	21	5	1.8	0.0		
4.3.x - Humans/Move ... Interact	3	3,672	0	12	25	42	18	3	1.8	0.0	24,735	0	9	24	43	20	4	1.9	-0.1		
4.4.x - Human/Environ. Interaction	6	7,425	0	10	25	40	21	5	1.9	0.0	49,857	0	8	23	42	22	5	1.9	0.0		
5.x.x - History	13	15,979	0	8	25	43	20	4	1.9	0.0	107,523	0	6	24	44	20	5	1.9	0.0		
5.1.x - History/Interpretive	5	6,153	0	10	28	39	18	4	1.8	0.0	41,385	0	9	28	40	19	5	1.8	0.0		
5.2.x - History of United States	10	12,264	0	7	25	44	20	4	1.9	0.0	82,616	0	6	24	45	20	5	1.9	0.0		



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 05

MULTIPLE CHOICE	No.	REGION						STATE						School -State
		No.	Percents				Std.	No.	Percents					
			Correct	Incorrect	Omit/Mult				Correct	Incorrect	Omit/Mult			
1.x.x - Government & Civics	36	50,428	66	34	0	0.66	0.00	339,239	68	32	0	0.68	-0.02	
1.1.x - People Form Governments	5	7,409	67	33	0	0.67	0.01	49,813	69	31	0	0.69	-0.02	
1.2.x - Limited and Shared Power	14	19,683	60	40	0	0.60	0.00	132,417	62	38	0	0.62	-0.02	
1.3.x - Citizen:Rights&Responsib.	17	23,336	71	29	0	0.71	0.00	157,009	73	27	0	0.73	-0.02	
2.x.x - Culture & Society	12	18,466	73	27	0	0.73	0.00	124,188	74	26	0	0.74	-0.01	
2.1.x - Culture is a System	5	7,417	71	29	0	0.71	0.01	49,839	75	25	0	0.75	-0.04	
2.2.x - Cultures Address Needs	4	7,345	79	21	0	0.79	0.00	49,455	76	24	0	0.76	0.03	
2.3.x - Social Institutions	1	1,261	80	20	0	0.80	0.01	8,426	80	20	0	0.80	0.00	
2.4.x - Social Interactions	2	2,443	59	41	0	0.59	0.01	16,468	58	42	0	0.58	0.01	
3.x.x - Economics	16	25,816	62	38	0	0.62	0.00	173,674	66	34	0	0.66	-0.04	
3.1.x - Economic Problem:Scarcity	5	7,384	57	43	0	0.57	0.01	49,614	60	40	0	0.60	-0.03	
3.2.x - Economic Sys./Institutions	4	6,112	54	46	0	0.54	0.01	41,216	56	44	0	0.56	-0.02	
3.3.x - Market/Goods/Services	5	8,618	69	31	0	0.69	0.00	57,953	73	27	0	0.73	-0.04	
3.4.x - Produce/Distribute/Consume	2	3,702	68	32	0	0.68	0.01	24,891	74	26	0	0.74	-0.06	
4.x.x - Geography	30	46,715	63	37	0	0.63	0.00	314,343	65	35	0	0.65	-0.02	
4.1.x - Earth's Surface Patterns	13	19,685	67	33	0	0.67	0.00	132,427	70	30	0	0.70	-0.03	
4.2.x - Human/Phys. Char./Regions	11	16,032	56	44	0	0.56	0.00	107,764	60	40	0	0.60	-0.04	
4.3.x - Humans/Move ... Interact	3	4,935	62	38	0	0.62	0.01	33,164	57	43	0	0.57	0.05	
4.4.x - Human/Environ. Interaction	5	8,555	65	35	0	0.65	0.01	57,684	68	32	0	0.68	-0.03	
5.x.x - History	30	43,108	66	34	0	0.65	0.00	289,790	68	32	0	0.68	-0.03	
5.1.x - History/Interpretive	8	12,310	68	32	0	0.68	0.00	82,775	69	31	0	0.69	-0.01	
5.2.x - History of United States	24	33,274	65	35	0	0.65	0.00	223,667	69	31	0	0.69	-0.04	



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 05

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	92	1%	(1%)	1,094	15%	(14%)	3,913	53%	(55%)	2,241	30%	(29%)	75	1%	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	68	1%	(1%)	205	3%	(3%)	4,075	55%	(60%)	2,971	40%	(36%)	96	1%	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	245	3%	(2%)	208	3%	(2%)	1,057	14%	(14%)	5,801	78%	(80%)	104	1%	(1%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 do you read from a textbook	262	4%	(3%)	1,193	16%	(16%)	427	6%	(5%)	1,327	18%	(18%)	4,130	56%	(57%)
40 do you work on worksheets	205	3%	(2%)	1,868	25%	(26%)	753	10%	(11%)	2,291	31%	(33%)	2,218	30%	(27%)
41 do you use materials other than a textbook or worksheets	918	12%	(11%)	2,989	40%	(45%)	1,082	15%	(15%)	1,459	20%	(19%)	883	12%	(10%)
42 do you work with other students in pairs, small groups or teams	721	10%	(8%)	3,420	46%	(55%)	990	13%	(14%)	1,343	18%	(15%)	848	11%	(8%)
43 do you discuss current events or topics	382	5%	(5%)	2,016	27%	(27%)	1,129	15%	(16%)	1,755	24%	(24%)	2,038	27%	(26%)
44 is your classroom work based on finding the answer to an important question	419	6%	(6%)	1,814	24%	(26%)	939	13%	(14%)	1,841	25%	(24%)	2,287	31%	(29%)
45 does your teacher give you a scoring guide for your work before you begin the work	2,289	31%	(30%)	2,332	31%	(34%)	754	10%	(10%)	882	12%	(11%)	1,029	14%	(12%)
46 do you answer open-response questions	283	4%	(3%)	2,578	35%	(37%)	1,058	14%	(16%)	1,643	22%	(21%)	1,758	24%	(22%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

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SPRING 2002

KENTUCKY PERFORMANCE REPORT

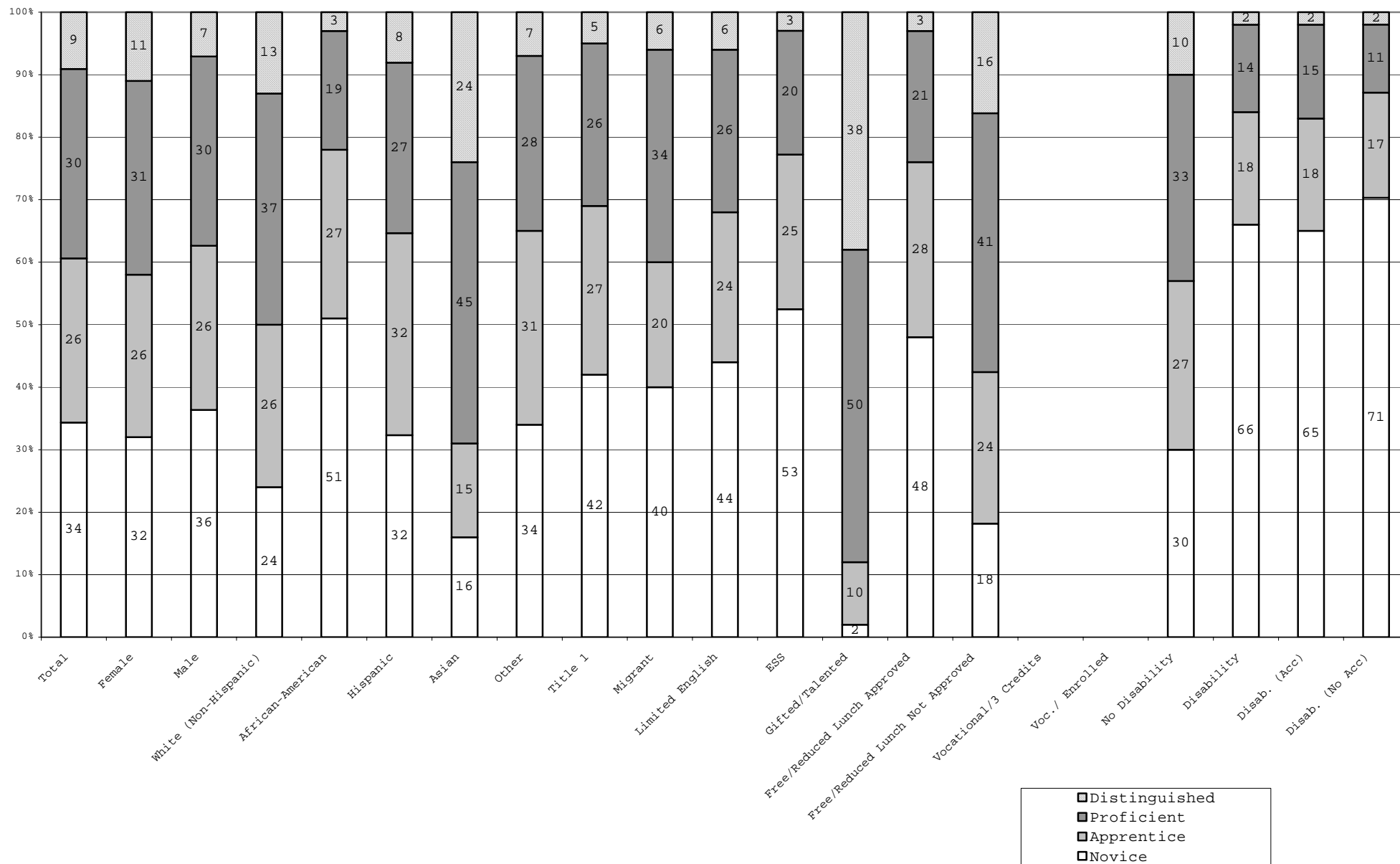
SOCIAL STUDIES DISAGGREGATION

Performance Level Percents

District: REGION 3

Code: 903

Grade: 05

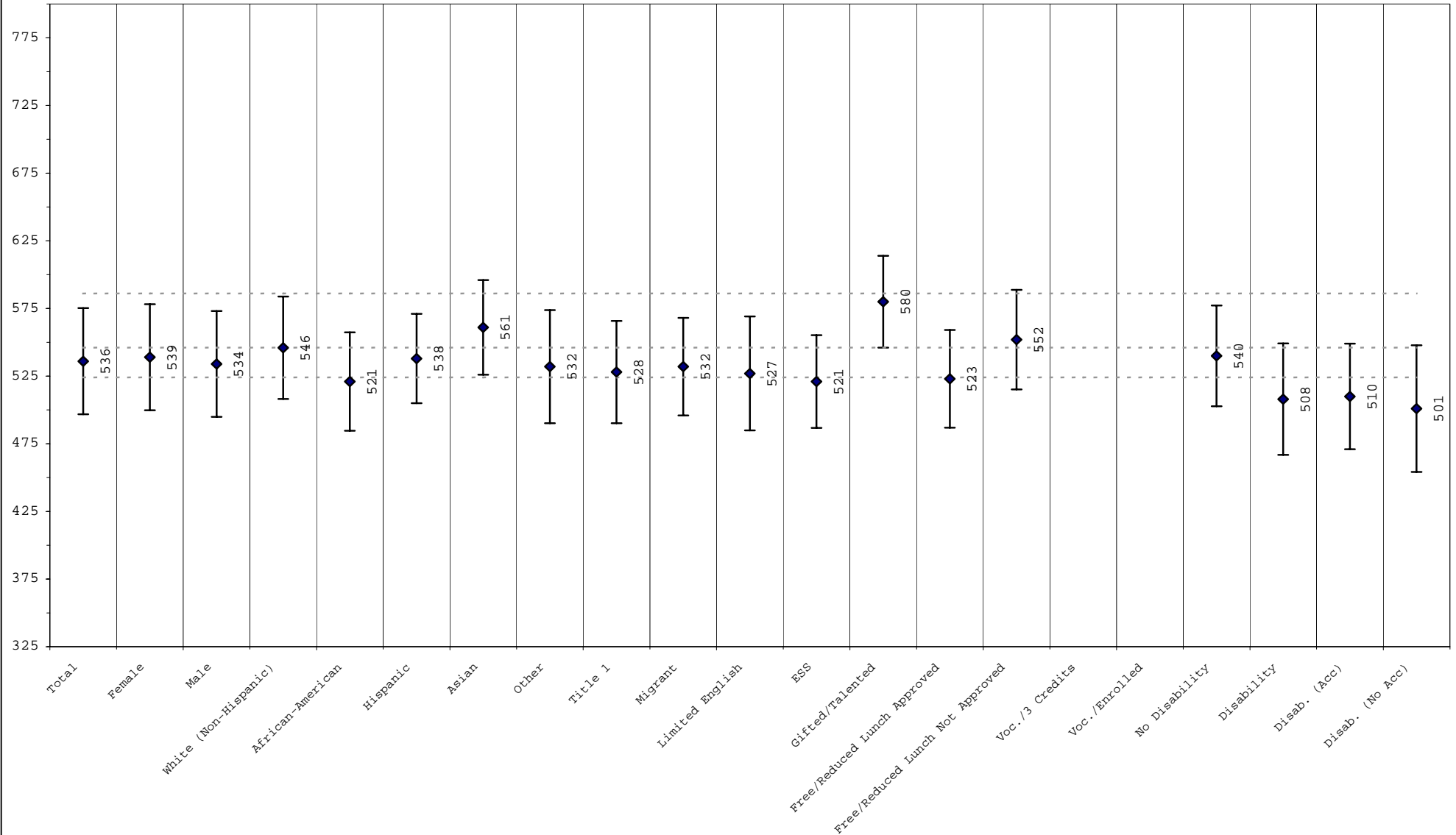


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SOCIAL STUDIES

District: REGION 3
 Code: 903
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: REGION 3
 Code: 903
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							7,415		536 (0.5)	49,793		540 (0.2)
Gender:												
Female							3,682	50%	539 (0.6)	24,359	49%	543 (0.2)
Male							3,733	50%	534 (0.6)	25,404	51%	537 (0.2)
Gap Female vs Male									5*			6*
Ethnicity												
White (Non-Hispanic)							4,381	59%	546 (0.6)	42,731	86%	542 (0.2)
African-American							2,739	37%	521 (0.7)	5,488	11%	522 (0.5)
Hispanic							99	1%	538 (3.3)	496	1%	534 (1.6)
Asian							105	1%	561 (3.4)	299	1%	558 (2.3)
Other							89	1%	532 (4.4)	593	1%	537 (1.4)
Gap White vs African American									25*			20*
Gap White vs Hispanic									8*			8*
Gap White vs Asian									-15*			-16*
Gap White vs Other									14*			5*
Title I												
Participating Students							4,691	63%	528 (0.6)	33,214	67%	535 (0.2)
Not Participating							2,724	37%	550 (0.7)	16,579	33%	550 (0.3)
Gap Participating vs Non-Participating									-22*			-15*
Migrant Program												
Participating Students							35		532 (6.1)	685	1%	523 (1.3)
Not Participating							7,380	100%	536 (0.5)	49,108	99%	540 (0.2)
Gap Participating vs Non-Participating									-4			-17*
Limited English Proficiency												
Participating Students							62	1%	527 (5.3)	188		522 (2.9)
Not Participating							7,353	99%	537 (0.5)	49,605	100%	540 (0.2)
Gap Participating vs Non-Participating									-10			-18*
Extended School Services												
Participating Students							1,638	22%	521 (0.8)	12,749	26%	532 (0.3)
Not Participating							5,777	78%	541 (0.5)	37,044	74%	543 (0.2)
Gap Participating vs Non-Participating									-20*			-11*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: REGION 3
 Code: 903
 Grade: 05

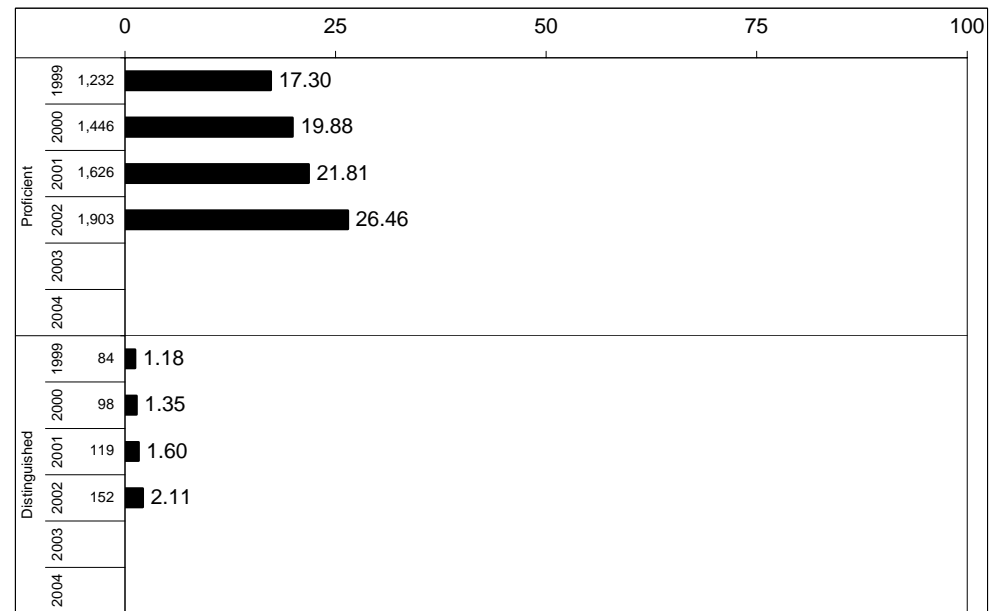
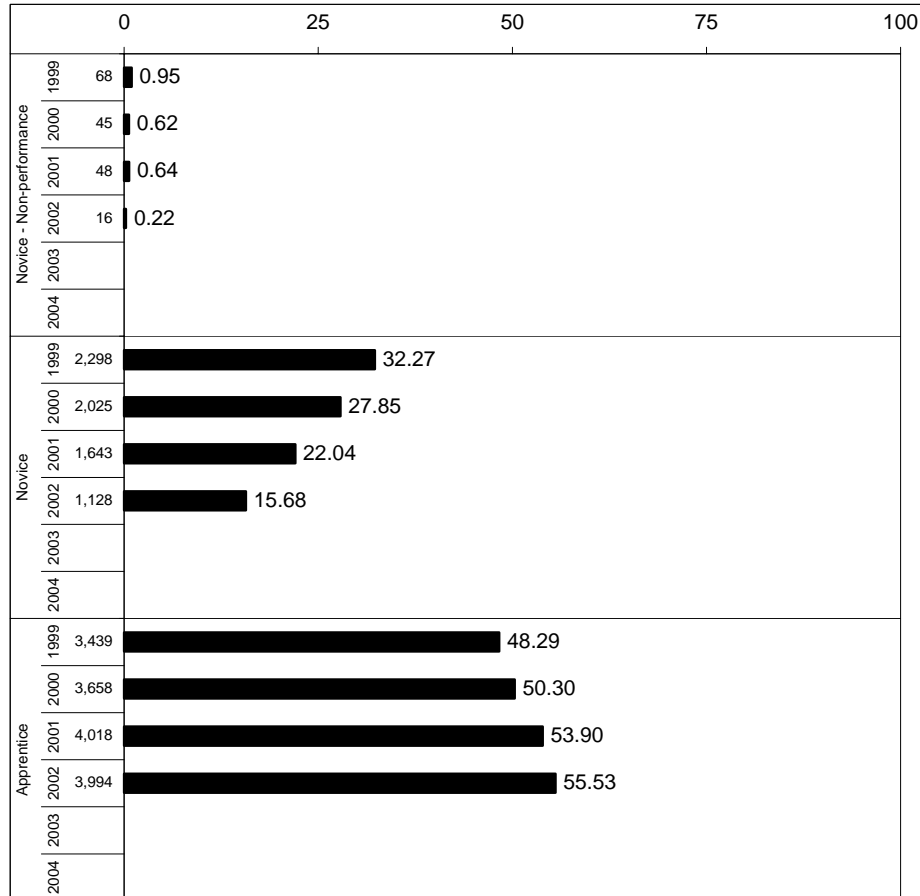
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							767	10%	580 (1.2)	9,045	18%	571 (0.3)
Not Participating							6,648	90%	531 (0.4)	40,748	82%	533 (0.2)
<i>Gap Participating vs Non-Participating</i>									49*			38*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							4,023	54%	523 (0.6)	24,641	49%	528 (0.2)
Not Approved (includes not coded)							3,392	46%	552 (0.6)	25,152	51%	551 (0.2)
<i>Gap Approved vs Not Approved</i>									-29*			-23*
Disability Status												
Students without Disabilities (includes not coded)							6,526	88%	540 (0.5)	43,602	88%	544 (0.2)
Students with Disabilities							889	12%	508 (1.4)	6,191	12%	513 (0.5)
Tested with Accommodations							672	9%	510 (1.5)	5,006	10%	513 (0.6)
Tested without Accommodations							217	3%	501 (3.2)	1,185	2%	516 (1.4)
<i>Gap With vs Without</i>									-32*			-31*
Alternate Portfolio							77	1%		414	1%	
Exemptions (On-Demand)												
Medical							20			114		
LEP							70			216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO TREND DATA
Number and Percent

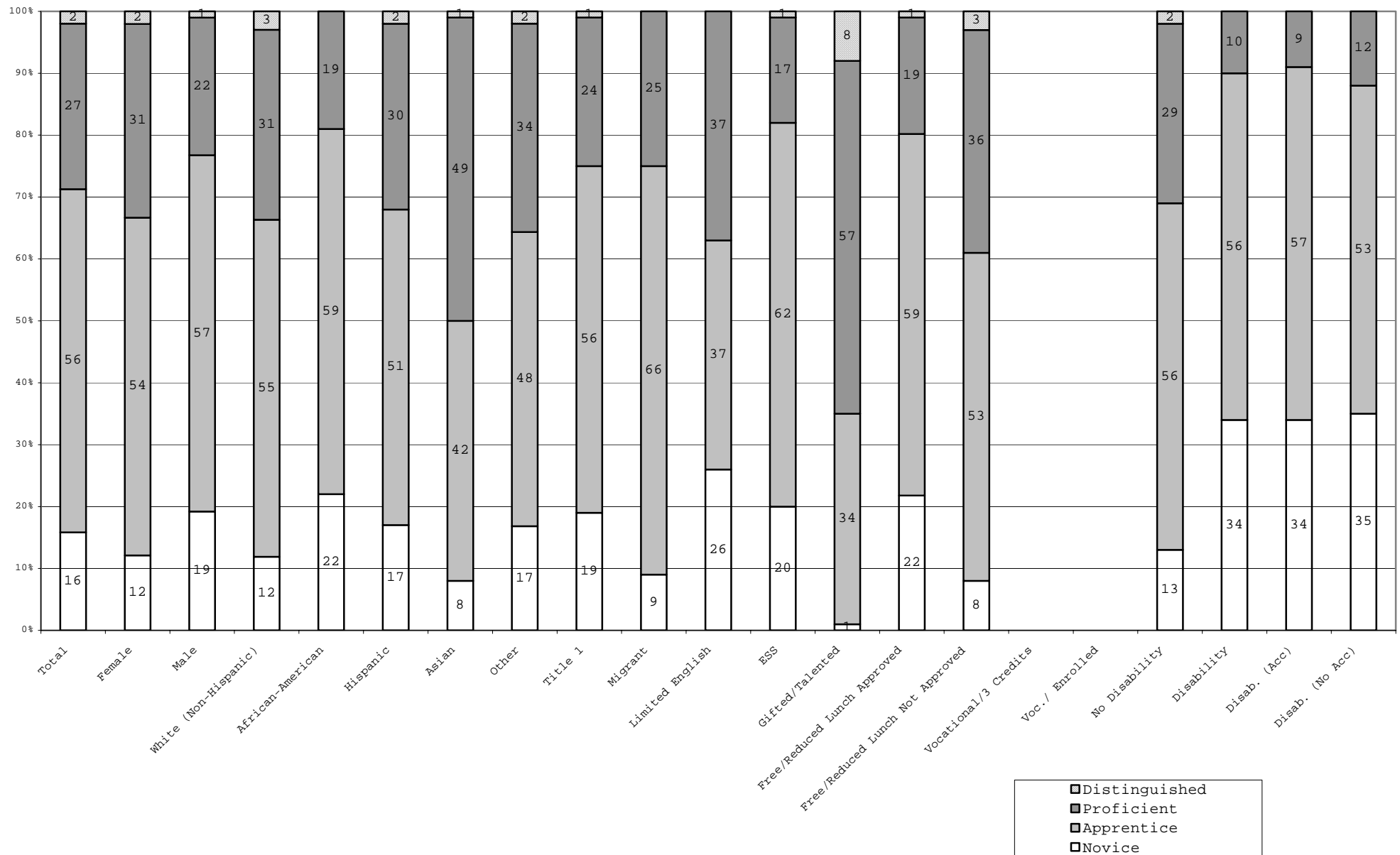
District: REGION 3
 Code: 903
 Grade: 04



Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO DISAGGREGATION
Performance Level Percents

District: REGION 3
Code: 903
Grade: 04



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
WRITING PORTFOLIO

District: REGION 3
 Code: 903
 Grade: 04

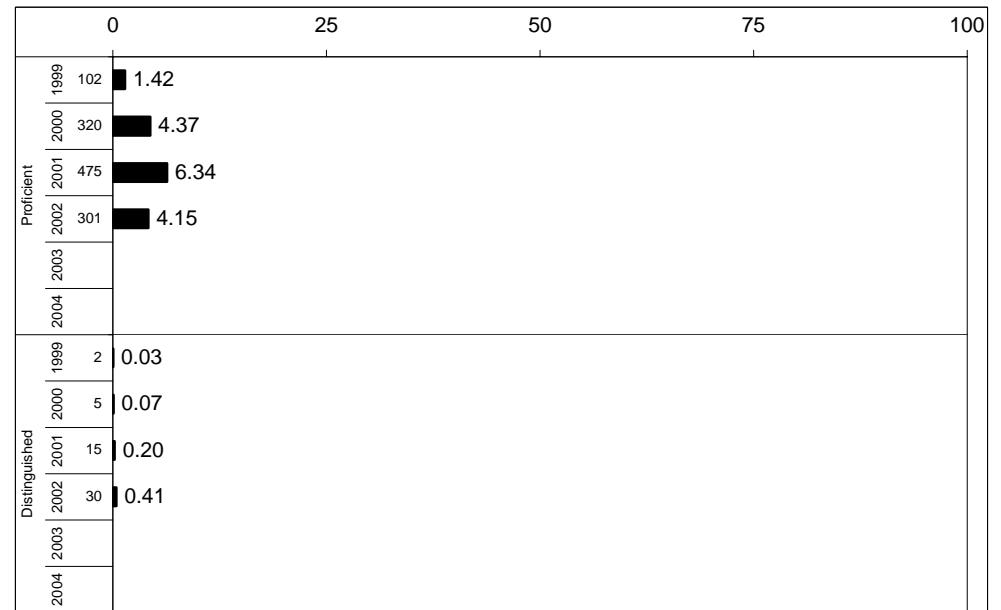
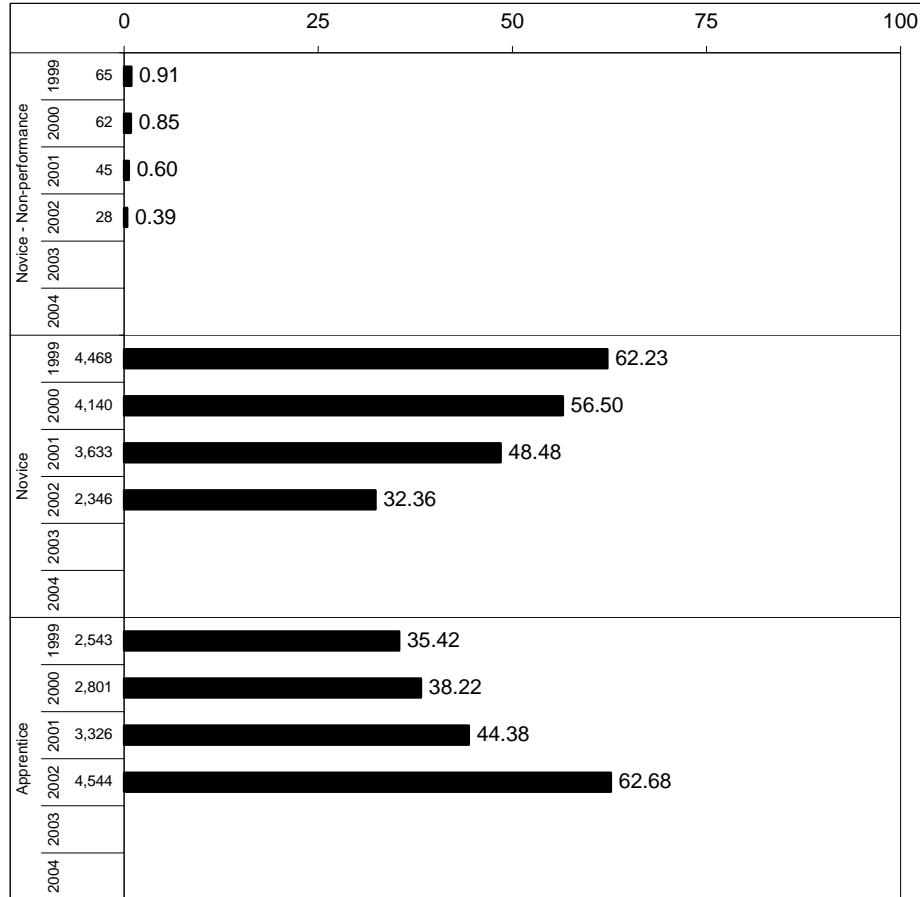
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total					7,116		48,424	
Gender:								
Female					3,481	49	23,308	48
Male					3,634	51	25,088	52
Ethnicity								
White (Non-Hispanic)					4,145	58	41,340	85
African-American					2,643	37	5,424	11
Hispanic					126	2	510	1
Asian					90	1	302	1
Other					109	2	588	1
Title I					4,402	62	32,868	68
Migrant Program					32		676	1
Limited English Proficiency					70	1	218	
Extended School Services					1,872	26	15,625	32
Gifted and Talented Program					629	9	8,194	17
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals					3,901	55	24,552	51
Not Approved (includes not coded)					3,215	45	23,872	49
Disability Status								
Students without Disabilities (includes not coded)					6,280	88	42,514	88
Students with Disabilities					836	12	5,910	12
Tested with Accommodations					600	8	4,717	10
Tested without Accommodations					236	3	1,193	2
Alternate Portfolio					77	1%	414	1%
Exemptions (Portfolio)								
Medical					3		33	
LEP					72		246	
Other					66		532	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING TREND DATA
Number and Percent

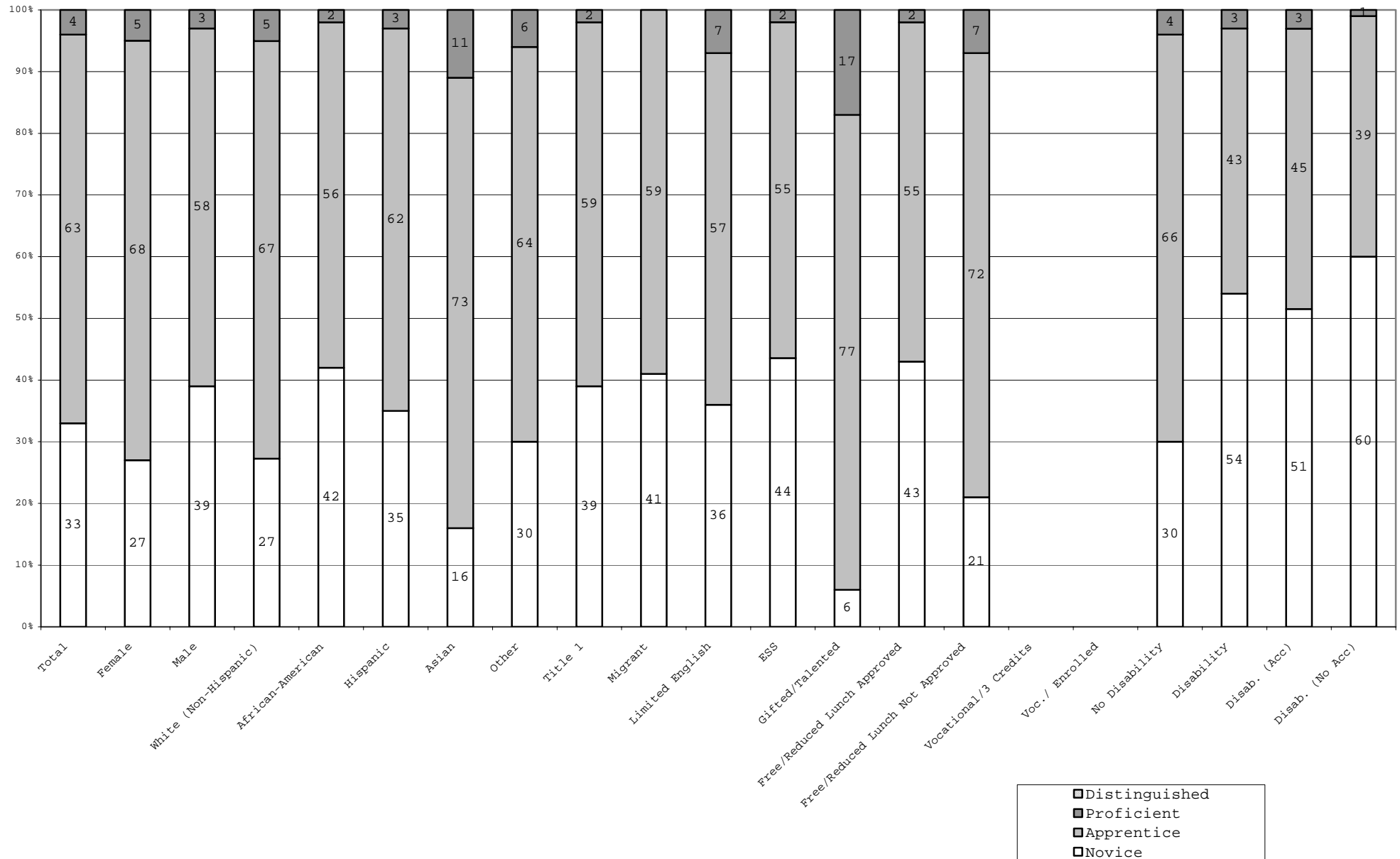
District: REGION 3
 Code: 903
 Grade: 04





SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING DISAGGREGATION
Performance Level Percents

District: REGION 3
 Code: 903
 Grade: 04



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
ON-DEMAND WRITING

District: REGION 3
 Code: 903
 Grade: 04

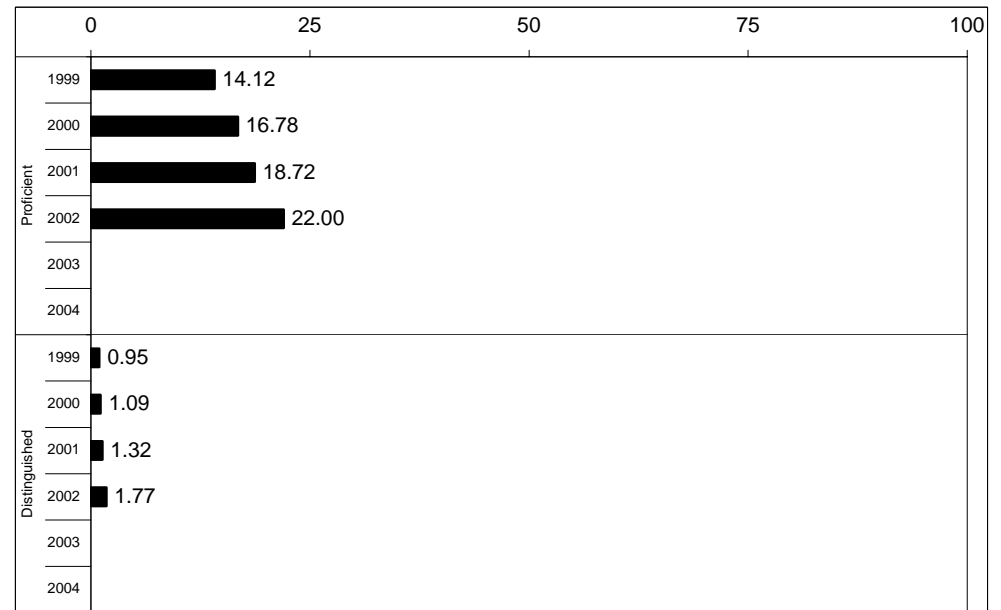
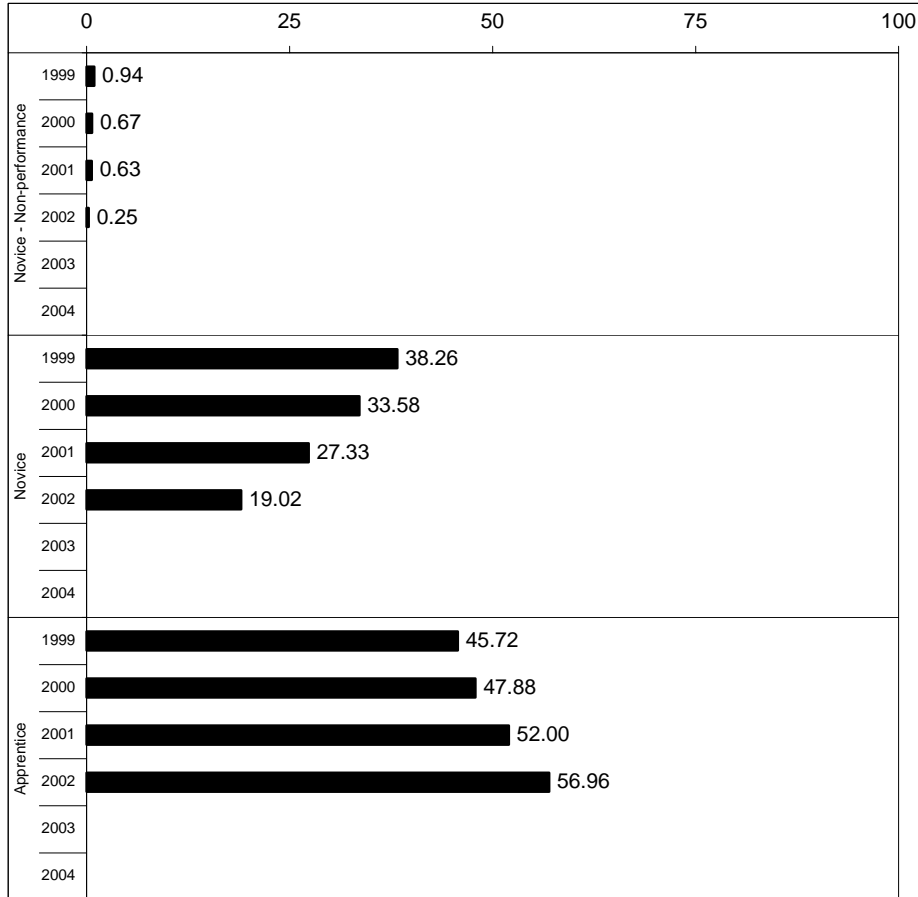
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total					7,172		48,888	
Gender:								
Female					3,504	49%	23,522	48%
Male					3,667	51%	25,332	52%
Ethnicity								
White (Non-Hispanic)					4,176	58%	41,691	85%
African-American					2,662	37%	5,494	11%
Hispanic					130	2%	528	1%
Asian					91	1%	305	1%
Other					110	2%	595	1%
Title I					4,429	62%	33,183	68%
Migrant Program					32		692	1%
Limited English Proficiency					69	1%	214	
Extended School Services					1,872	26%	15,656	32%
Gifted and Talented Program					630	9%	8,197	17%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals					3,916	55%	24,818	51%
Not Approved (includes not coded)					3,256	45%	24,070	49%
Disability Status								
Students without Disabilities (includes not coded)					6,328	88%	42,922	88%
Students with Disabilities					844	12%	5,966	12%
Tested with Accommodations					606	8%	4,758	10%
Tested without Accommodations					238	3%	1,208	2%
Alternate Portfolio					77	1%	414	1%
Exemptions (On-Demand)								
Medical					17		96	
LEP					72		250	
Other							1	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
TOTAL WRITING TREND DATA
Percent

District: REGION 3
 Code: 903
 Grade: 04





SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 04

		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
01 How well do you think you did on this test		56	1%	(1%)	111	2%	(2%)	2,978	42%	(49%)	3,601	50%	(45%)	426	6%	(4%)
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
02 How hard did you try on this test		205	3%	(2%)	157	2%	(2%)	761	11%	(12%)	5,620	78%	(81%)	429	6%	(4%)
		<u>Sometimes but Never</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>		
03 How often have you written in the forms (for example, letter or article) asked for on the On- Demand section of this test		220	3%	(3%)	3,164	44%	(48%)	798	11%	(12%)	1,189	17%	(17%)	1,344	19%	(16%)
		<u>Yes</u>			<u>No</u>			<u>Invalid Response</u>								
04 Did you keep a working writing folder before this school year		5,300	74%	(71%)	1,407	20%	(24%)	465	6%	(5%)						

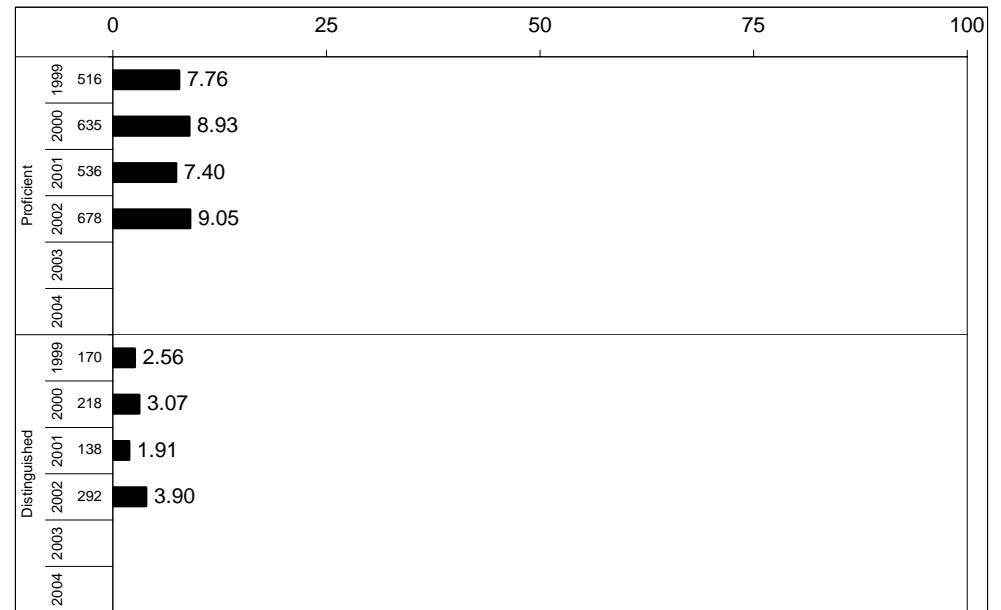
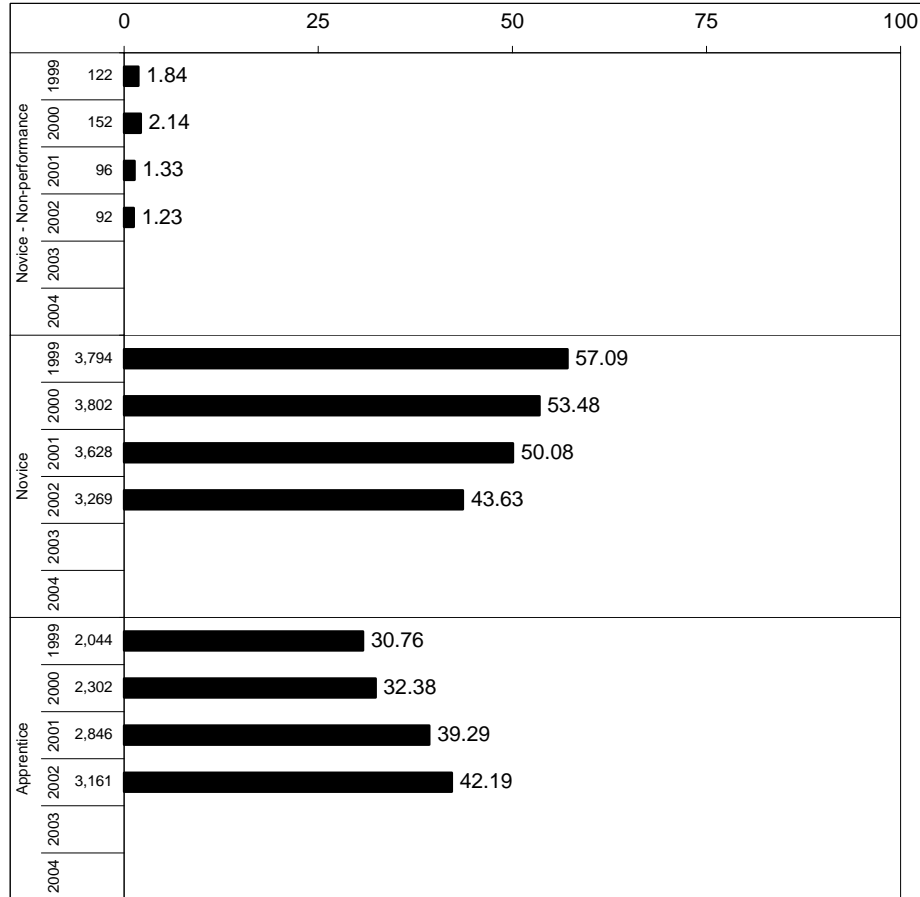
Legend: Number of students is listed first. **Bold** = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 05





SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 05

ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Music	36	2.2	2.3									
Dance	24	2.2	2.3									
Drama/Theatre	24	2.3	2.4									
Visual Arts	36	2.2	2.4									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 05

OPEN RESPONSE	No.	REGION									STATE									School	
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations			B	0	1	2	3	4				
1.x.x - Music	7	4,322	0	9	22	37	22	11	2.0	0.0	29,018	0	7	21	37	23	12	2.1	-0.1		
2.x.x - Dance	5	3,059	0	8	28	34	21	9	1.9	0.0	20,584	0	7	26	35	22	11	2.0	-0.1		
3.x.x - Drama/Theatre	5	3,096	0	4	16	40	25	14	2.3	0.0	20,796	0	4	15	41	26	14	2.3	0.0		
4.x.x - Visual Arts	7	4,283	0	9	21	36	22	11	2.1	0.0	28,886	0	6	19	39	24	12	2.2	-0.1		



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 05

	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>					
16 How many of the arts and humanities questions tested things you learned in school	235	3%	(2%)	2,327	31%	(26%)	3,304	45%	(47%)	1,429	19%	(23%)	120	2%	(1%)			
	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>					
17 How well do you think you did on this test	87	1%	(1%)	365	5%	(5%)	4,261	57%	(59%)	2,558	34%	(33%)	144	2%	(1%)			
	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>					
18 How hard did you try on this test	193	3%	(2%)	253	3%	(3%)	1,073	14%	(14%)	5,769	78%	(80%)	127	2%	(1%)			
	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>			<u>Invalid Response</u>		
19 During a typical school week, how much class time do you spend on arts and humanities	420	6%	(4%)	3,807	51%	(45%)	2,341	32%	(36%)	491	7%	(9%)	226	3%	(5%)	130	2%	(1%)
	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>			<u>Invalid Response</u>		
20 How often do you complete written assignments about arts and humanities	826	11%	(11%)	3,179	43%	(45%)	1,444	19%	(17%)	1,133	15%	(15%)	697	9%	(10%)	136	2%	(1%)
	<u>YES</u>			<u>NO</u>			<u>Invalid Response</u>											
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music and visual arts	5,104	69%	(75%)	2,054	28%	(23%)	257	3%	(2%)									

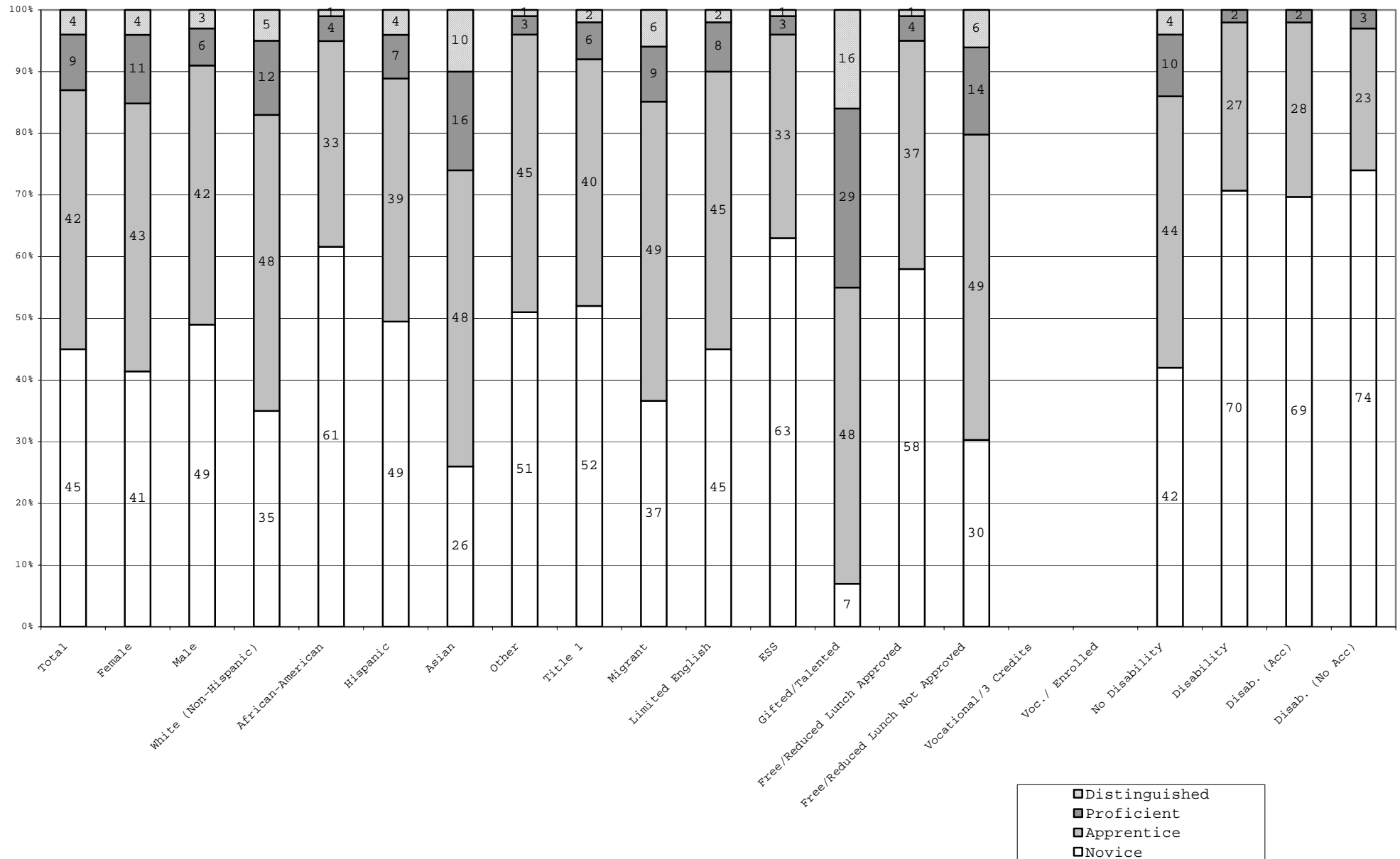
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES DISAGGREGATION
Performance Level Percents

District: REGION 3
 Code: 903
 Grade: 05

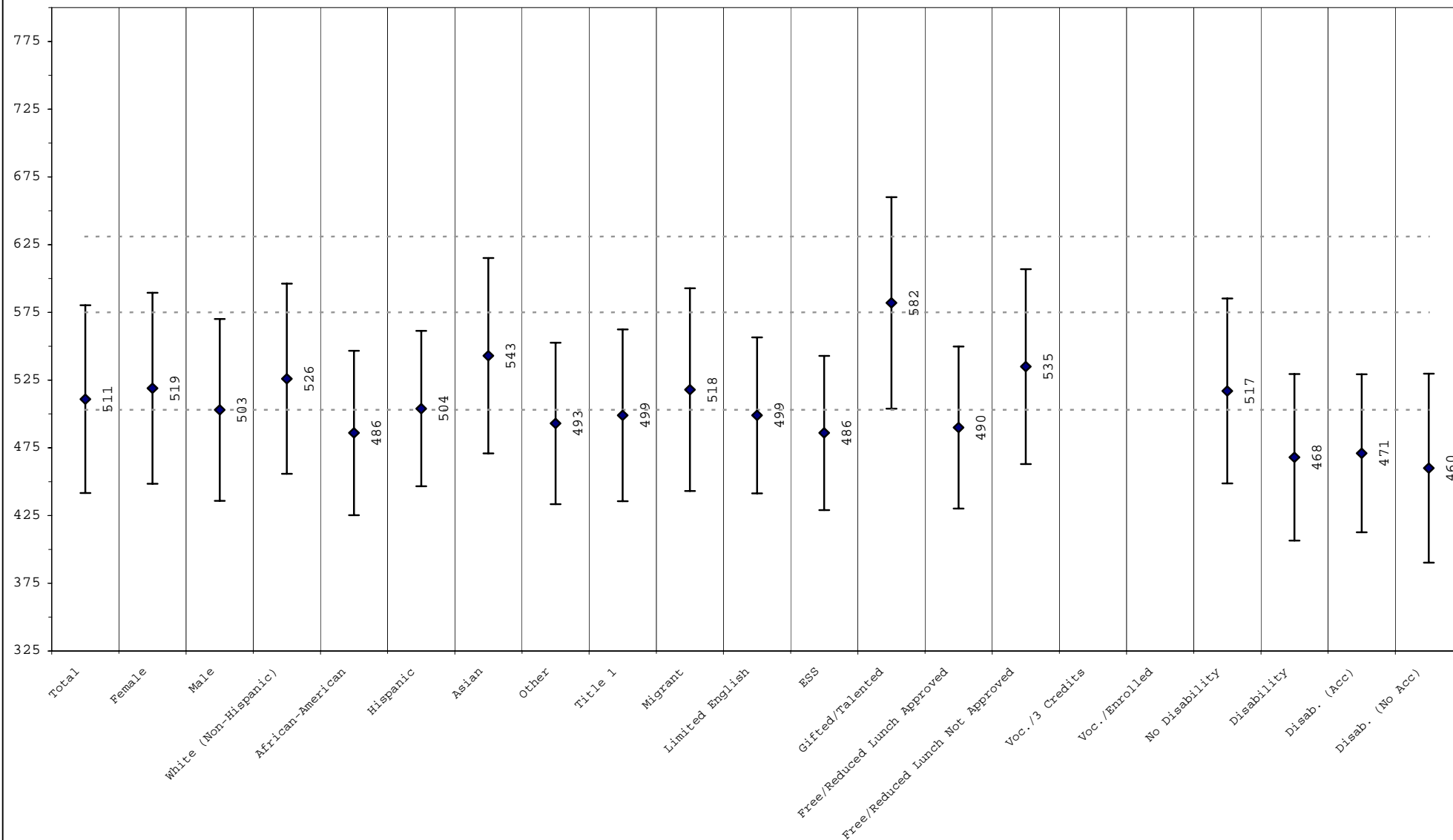


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
ARTS & HUMANITIES

District: REGION 3
 Code: 903
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: REGION 3
 Code: 903
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							7,415		511 (0.8)	49,793		520 (0.3)
Gender:												
Female							3,682	50%	519 (1.2)	24,359	49%	529 (0.4)
Male							3,733	50%	503 (1.1)	25,404	51%	511 (0.4)
Gap Female vs Male									16*			18*
Ethnicity												
White (Non-Hispanic)							4,381	59%	526 (1.1)	42,731	86%	524 (0.3)
African-American							2,739	37%	486 (1.2)	5,488	11%	491 (0.8)
Hispanic							99	1%	504 (5.8)	496	1%	505 (2.8)
Asian							105	1%	543 (7.0)	299	1%	546 (4.1)
Other							89	1%	493 (6.3)	593	1%	514 (2.6)
Gap White vs African American									40*			33*
Gap White vs Hispanic									22*			19*
Gap White vs Asian									-17*			-22*
Gap White vs Other									33*			10*
Title I												
Participating Students							4,691	63%	499 (0.9)	33,214	67%	511 (0.3)
Not Participating							2,724	37%	531 (1.4)	16,579	33%	537 (0.5)
Gap Participating vs Non-Participating									-32*			-26*
Migrant Program												
Participating Students							35		518 (12.7)	685	1%	492 (2.2)
Not Participating							7,380	100%	511 (0.8)	49,108	99%	520 (0.3)
Gap Participating vs Non-Participating									7			-28*
Limited English Proficiency												
Participating Students							62	1%	499 (7.3)	188		491 (4.8)
Not Participating							7,353	99%	511 (0.8)	49,605	100%	520 (0.3)
Gap Participating vs Non-Participating									-12			-29*
Extended School Services												
Participating Students							1,638	22%	486 (1.4)	12,749	26%	507 (0.5)
Not Participating							5,777	78%	518 (0.9)	37,044	74%	524 (0.4)
Gap Participating vs Non-Participating									-32*			-17*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: REGION 3
 Code: 903
 Grade: 05

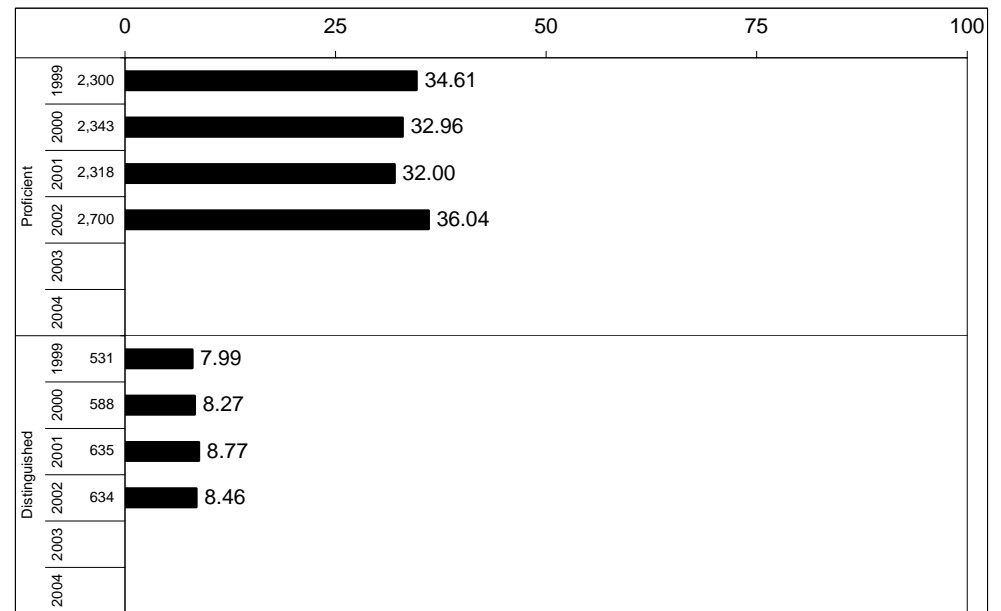
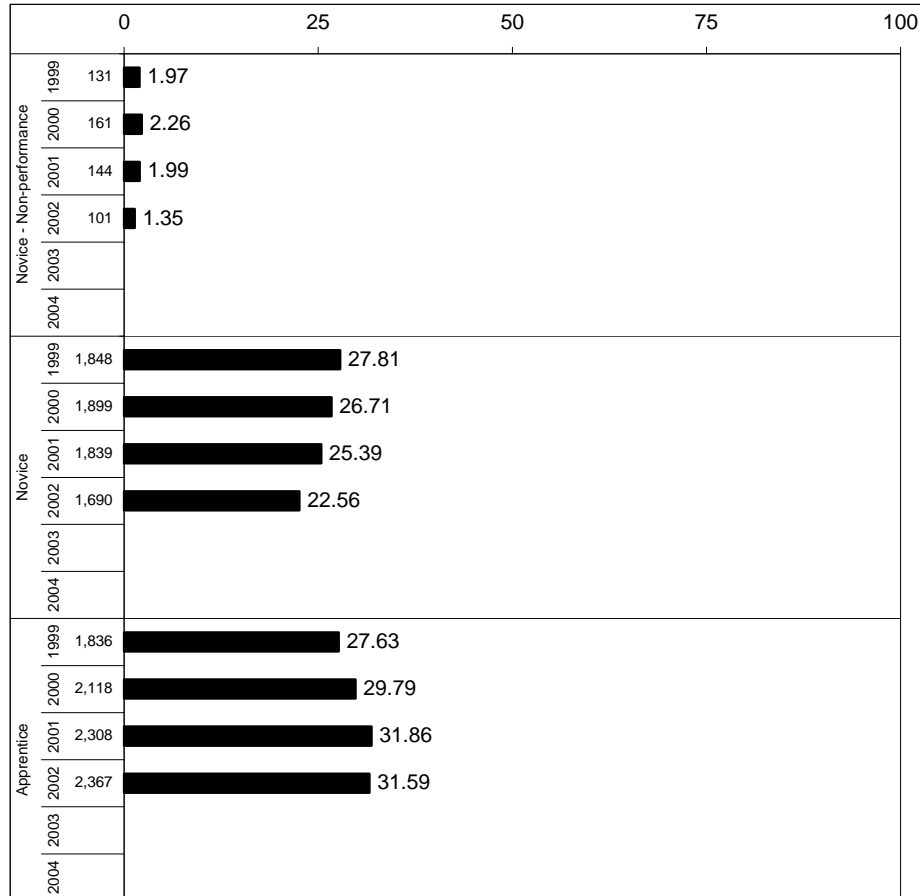
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							767	10%	582 (2.8)	9,045	18%	570 (0.8)
Not Participating							6,648	90%	503 (0.8)	40,748	82%	509 (0.3)
<i>Gap Participating vs Non-Participating</i>									79*			61*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							4,023	54%	490 (0.9)	24,641	49%	501 (0.4)
Not Approved (includes not coded)							3,392	46%	535 (1.2)	25,152	51%	538 (0.4)
<i>Gap Approved vs Not Approved</i>									-45*			-37*
Disability Status												
Students without Disabilities (includes not coded)							6,526	88%	517 (0.8)	43,602	88%	526 (0.3)
Students with Disabilities							889	12%	468 (2.1)	6,191	12%	480 (0.8)
Tested with Accommodations							672	9%	471 (2.3)	5,006	10%	479 (0.9)
Tested without Accommodations							217	3%	460 (4.7)	1,185	2%	484 (2.0)
<i>Gap With vs Without</i>									-49*			-46*
Alternate Portfolio							77	1%		414	1%	
Exemptions (On-Demand)												
Medical							20			114		
LEP							70			216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 05





SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS SUB-DOMAIN

District: REGION 3
Code: 903
Grade: 05

PL/VS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Health	50	2.3	2.4						♦			
Physical Education	28	2.4	2.5						♦			
Consumerism	21	2.3	2.4						♦			
Jobs/Careers	21	2.3	2.4						♦			

District: Top
State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 05

OPEN RESPONSE	No. Items	REGION									STATE									School -State	
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	Mean
			B	0	1	2	3	4	B				0	1	2	3	4				
PRACTICAL LIVING																					
1.x.x - Health	12	7,382	0	5	17	39	28	10	2.2	0.0	49,637	0	4	16	40	29	11	2.3	-0.1		
2.x.x - Physical Education	4	2,452	0	2	19	39	27	13	2.3	0.0	16,494	0	2	19	39	27	13	2.3	0.0		
3.x.x - Consumerism	4	2,438	0	7	20	38	25	10	2.1	0.0	16,454	0	5	19	39	27	10	2.2	-0.1		
VOCATIONAL STUDIES																					
4.x.x - Job/Career	4	2,488	0	4	22	41	26	8	2.1	0.0	16,699	0	4	22	42	24	8	2.1	0.0		
MULTIPLE CHOICE			Correct Incorrect Omit/Mult						Correct Incorrect Omit/Mult												
PRACTICAL LIVING																					
1.x.x - Health			38	23,372	61				39	0	0.61			0.00	157,162	65	35	0	0.65	-0.04	
2.x.x - Physical Education	24	14,764	64	36	0	0.64	0.00	99,278	68	32	0	0.67	-0.03								
3.x.x - Consumerism	17	10,477	61	39	0	0.61	0.00	70,442	65	35	0	0.65	-0.04								
VOCATIONAL STUDIES																					
4.x.x - Job/Career	17	10,427	70	30	0	0.70	0.00	70,254	72	28	0	0.72	-0.02								



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs QUESTIONNAIRE DATA

District: REGION 3
Code: 903
Grade: 05

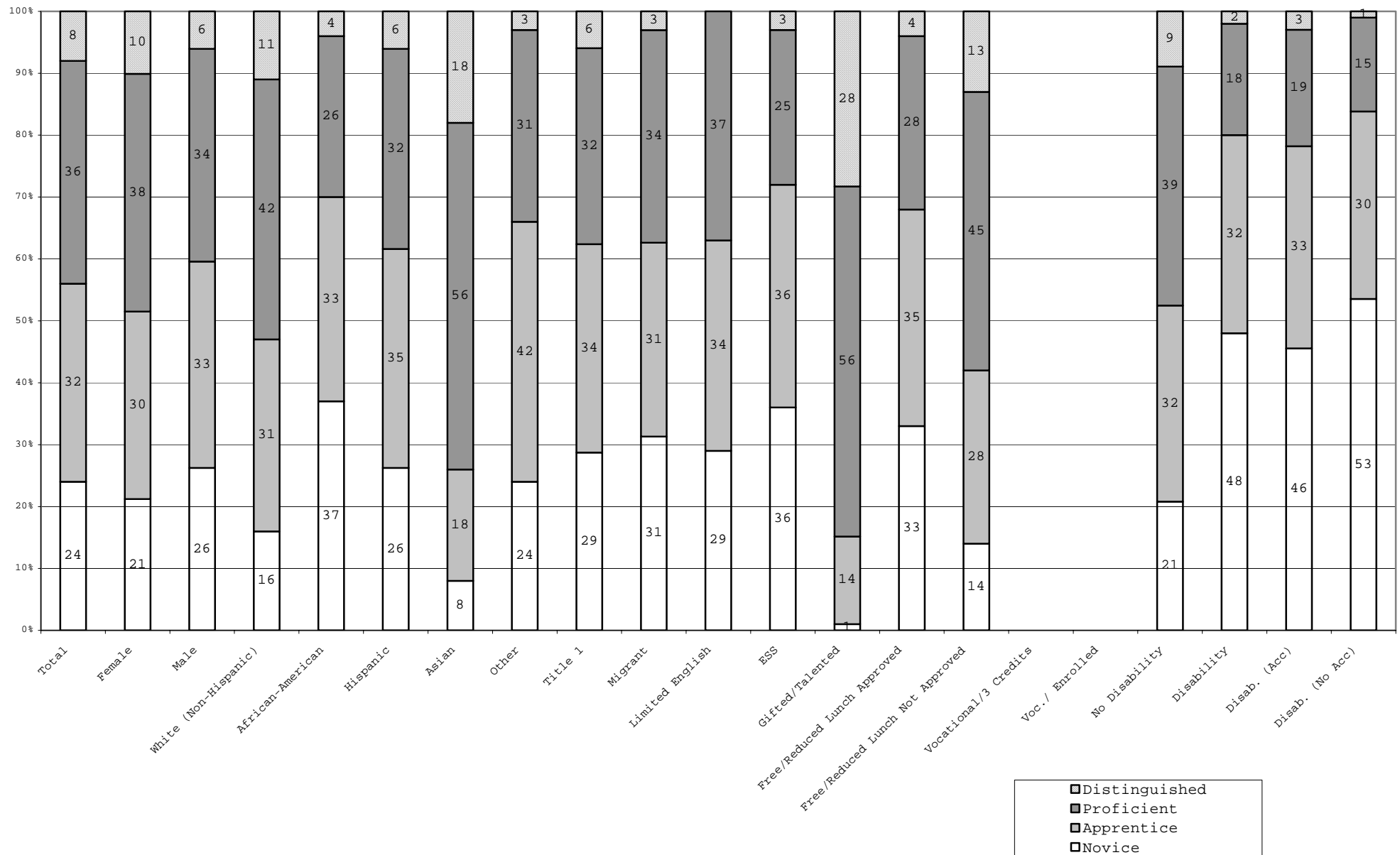
	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	276 4% (3%)	1,995 27% (23%)	3,113 42% (43%)	1,823 25% (28%)	208 3% (2%)
17 How well do you think you did on this test	I Did Very Poorly 73 1% (1%)	I Did Poorly 141 2% (2%)	I Did Well 3,136 42% (46%)	I Did Very Well 3,823 52% (49%)	Invalid Response 242 3% (2%)
18 How hard did you try on this test	I Did Not Try 207 3% (2%)	I Tried a Little 184 2% (2%)	I Tried a Lot 833 11% (11%)	I Tried Very Hard 5,969 80% (83%)	Invalid Response 222 3% (2%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs DISAGGREGATION
Performance Level Percents

District: REGION 3
Code: 903
Grade: 05

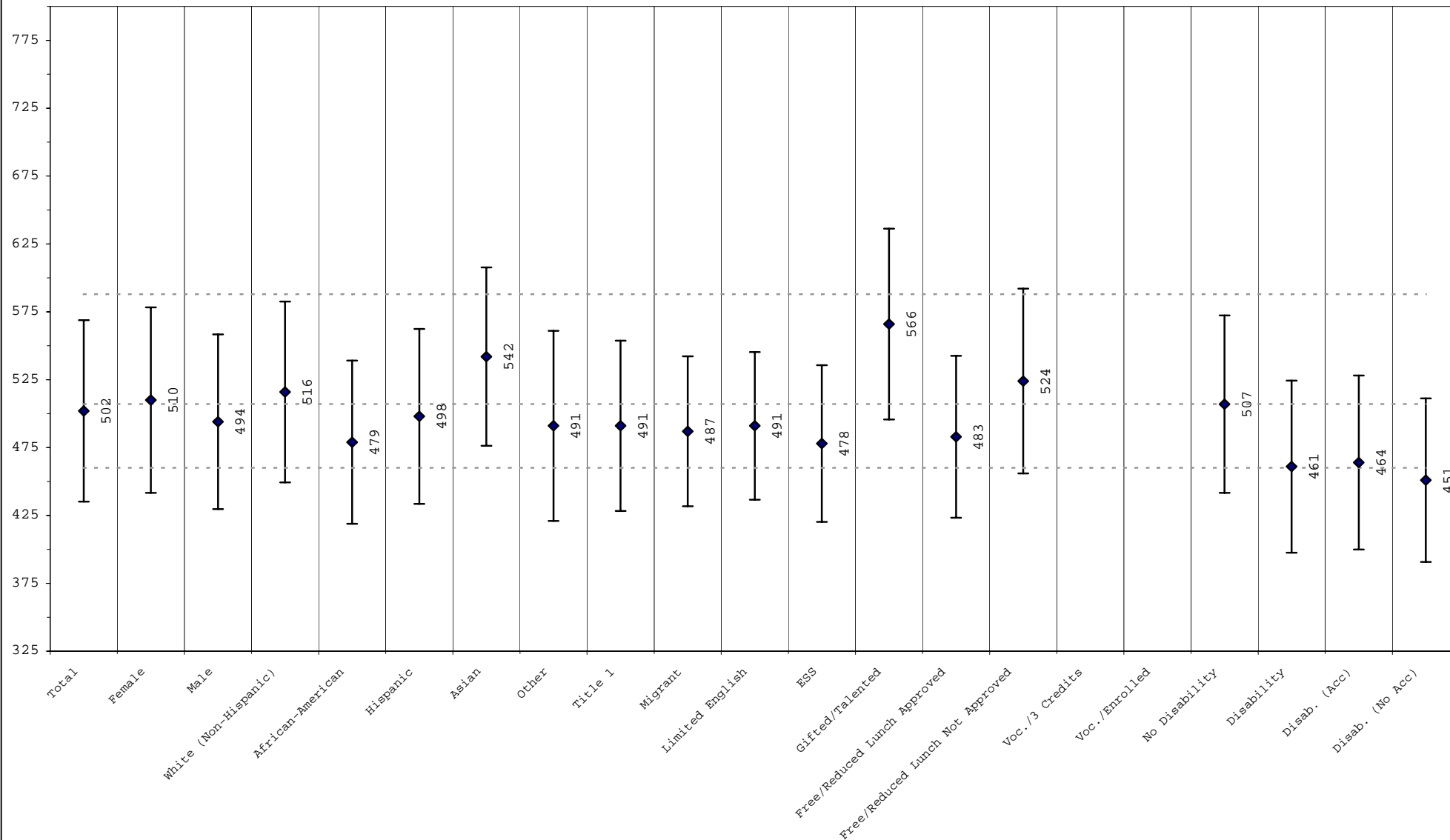


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
PL/V5

District: REGION 3
 Code: 903
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/VS

District: REGION 3
 Code: 903
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							7,415		502 (0.8)	49,793		508 (0.3)
Gender:												
Female							3,682	50%	510 (1.1)	24,359	49%	517 (0.4)
Male							3,733	50%	494 (1.1)	25,404	51%	500 (0.4)
Gap Female vs Male									16*			17*
Ethnicity												
White (Non-Hispanic)							4,381	59%	516 (1.0)	42,731	86%	512 (0.3)
African-American							2,739	37%	479 (1.1)	5,488	11%	481 (0.8)
Hispanic							99	1%	498 (6.5)	496	1%	495 (2.9)
Asian							105	1%	542 (6.4)	299	1%	532 (3.9)
Other							89	1%	491 (7.4)	593	1%	504 (2.7)
Gap White vs African American									37*			31*
Gap White vs Hispanic									18*			17*
Gap White vs Asian									-26*			-20*
Gap White vs Other									25*			8*
Title I												
Participating Students							4,691	63%	491 (0.9)	33,214	67%	501 (0.3)
Not Participating							2,724	37%	520 (1.3)	16,579	33%	523 (0.5)
Gap Participating vs Non-Participating									-29*			-22*
Migrant Program												
Participating Students							35		487 (9.3)	685	1%	482 (2.3)
Not Participating							7,380	100%	502 (0.8)	49,108	99%	509 (0.3)
Gap Participating vs Non-Participating									-15			-27*
Limited English Proficiency												
Participating Students							62	1%	491 (6.9)	188		481 (5.0)
Not Participating							7,353	99%	502 (0.8)	49,605	100%	508 (0.3)
Gap Participating vs Non-Participating									-11			-27*
Extended School Services												
Participating Students							1,638	22%	478 (1.4)	12,749	26%	496 (0.5)
Not Participating							5,777	78%	509 (0.9)	37,044	74%	513 (0.3)
Gap Participating vs Non-Participating									-31*			-17*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/Vs

District: REGION 3
 Code: 903
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							767	10%	566 (2.5)	9,045	18%	554 (0.7)
Not Participating							6,648	90%	494 (0.8)	40,748	82%	498 (0.3)
<i>Gap Participating vs Non-Participating</i>									72*			56*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							4,023	54%	483 (0.9)	24,641	49%	491 (0.4)
Not Approved (includes not coded)							3,392	46%	524 (1.2)	25,152	51%	525 (0.4)
<i>Gap Approved vs Not Approved</i>									-41*			-34*
Disability Status												
Students without Disabilities (includes not coded)							6,526	88%	507 (0.8)	43,602	88%	514 (0.3)
Students with Disabilities							889	12%	461 (2.1)	6,191	12%	470 (0.8)
Tested with Accommodations							672	9%	464 (2.5)	5,006	10%	469 (0.9)
Tested without Accommodations							217	3%	451 (4.1)	1,185	2%	473 (1.9)
<i>Gap With vs Without</i>									-46*			-44*
Alternate Portfolio							77	1%		414	1%	
Exemptions (On-Demand)												
Medical							20			114		
LEP							70			216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NATIONAL NORM REFERENCED TEST (NRT)

District: REGION 3
 Code: 903
 Grade: EP

NRT Accountability Data by Year

End-of-Primary

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	7570	35	0.5	2267	29.9	1812	23.9	1738	23.0	1718	22.7
2000	7932	41	0.5	2295	28.9	1956	24.7	1724	21.7	1916	24.2
2001	7499	20	0.3	1939	25.9	1844	24.6	1648	22.0	2048	27.3
2002	7097	15	0.2	1684	23.7	1707	24.1	1688	23.8	2003	28.2
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NRT DATA DISAGGREGATION

District: REGION 3
 Code: 903
 Grade: End of Primary

	Number of Students	Pct. of Total	Reading		Language		Mathematics		Total Battery		Quartiles			
			NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	7,097		50.8	52	51	52	51.2	52	51.5	53	24%	24%	24%	28%
Gender:														
Female	3,360	47%	52.5	55	53.3	56	51.4	53	53	56	21%	24%	25%	31%
Male	3,730	53%	49.4	49	49	48	51	52	50.2	50	27%	24%	23%	26%
(Not Coded)	7													
Ethnicity														
White (Non-Hispanic)	4,124	58%	55.8	61	55.8	61	56.4	62	57	63	17%	20%	25%	38%
African-American	2,610	37%	43.3	38	43.6	38	42.9	37	42.9	37	36%	30%	21%	13%
Hispanic	120	2%	43.6	38	44.9	41	47.5	45	45.4	41	28%	34%	24%	14%
Asian	100	1%	56.8	63	59.4	67	62.8	73	60.7	70	8%	23%	22%	47%
Other	136	2%	46.8	44	47	44	49.8	50	47.9	46	25%	29%	26%	20%
(Not Coded)	7													
Served by Title I	4,475	63%	47.1	45	47.1	45	47.3	45	47.2	45	30%	27%	23%	21%
Served by Migrant Program	31		44.3	39	45.1	41	45.8	42	45.2	41	29%	32%	29%	10%
Students with Limited English Proficiency	71	1%	45	41	45.3	41	46.4	43	45.3	41	27%	37%	24%	13%
Served by Extended School Services	1,527	22%	38.2	29	38.5	29	39.3	31	38	29	46%	31%	16%	7%
Served by Gifted and Talented Program	240	3%	72.5	86	73.6	87	73.1	86	76	89	0%	5%	13%	81%
Free and Reduced Lunch Program														
Approved for Free/Reduced Priced Meals	4,056	57%	44.6	40	44.7	40	44.8	40	44.5	40	33%	29%	22%	16%
Not Approved (includes not coded)	3,041	43%	59.2	67	59.4	67	59.7	68	60.8	70	12%	18%	26%	45%
Disability Status														
Students without Disabilities (includes not coded)	6,364	90%	52.4	55	52.7	55	52.9	56	53.3	56	20%	24%	25%	30%
Students with Disabilities	733	10%	36.9	27	36.4	26	36.2	26	35.6	25	55%	24%	12%	9%
Tested with Accommodations	509	7%	35.7	25	34.4	23	34.4	23	33.8	22	59%	24%	10%	6%
Tested without Accommodations	224	3%	39.5	31	41	34	40.2	32	39.8	31	46%	25%	14%	16%
Alternate Portfolio	36	1%												
	Number Exemptions:				Medical		LEP		Other					
	On-Demand				7		64							

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.

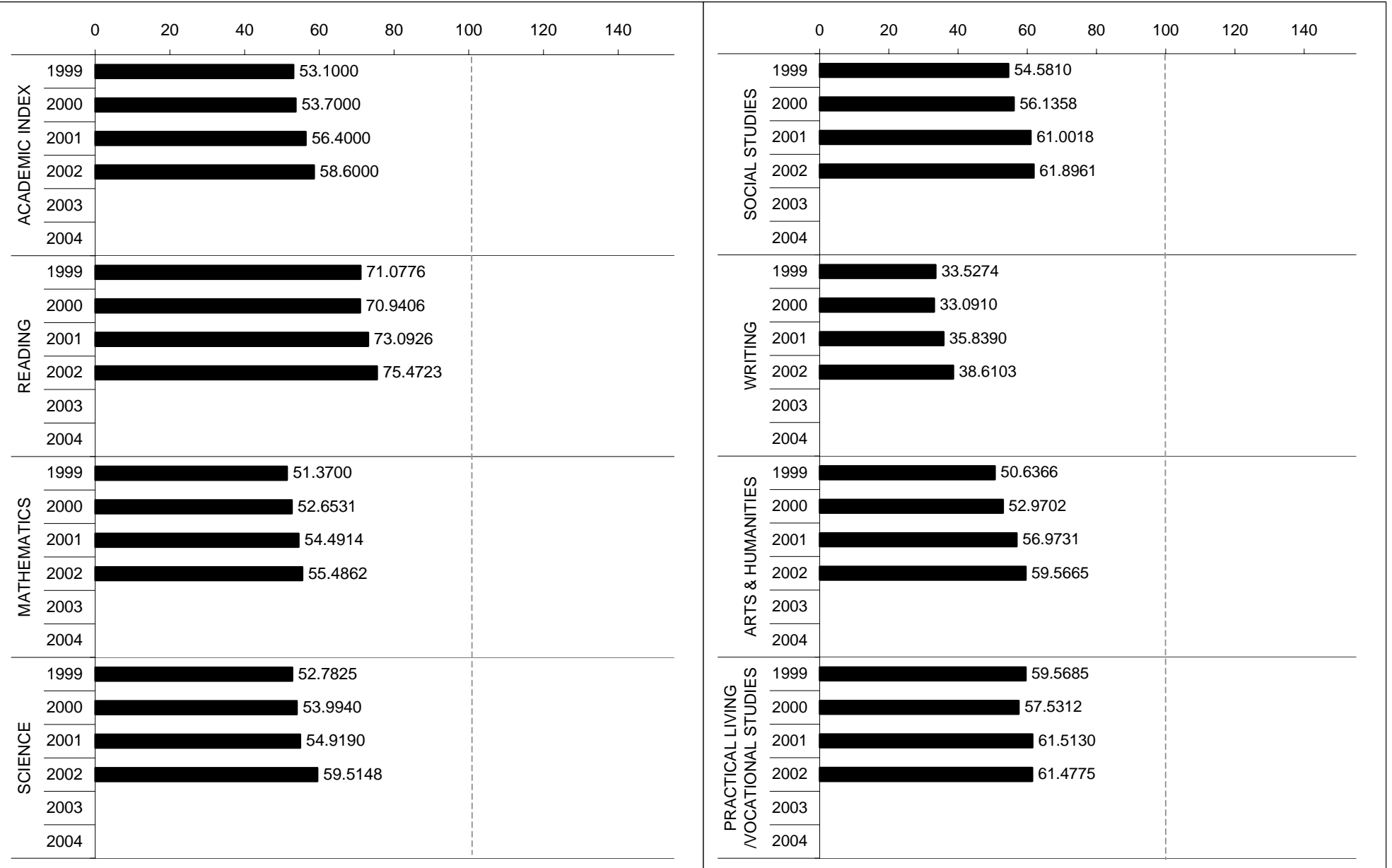


SPRING 2002
KENTUCKY PERFORMANCE REPORT
CONTENT AREA INDEX TRENDS

District: REGION 3

Code: 903

Grade: 07/08

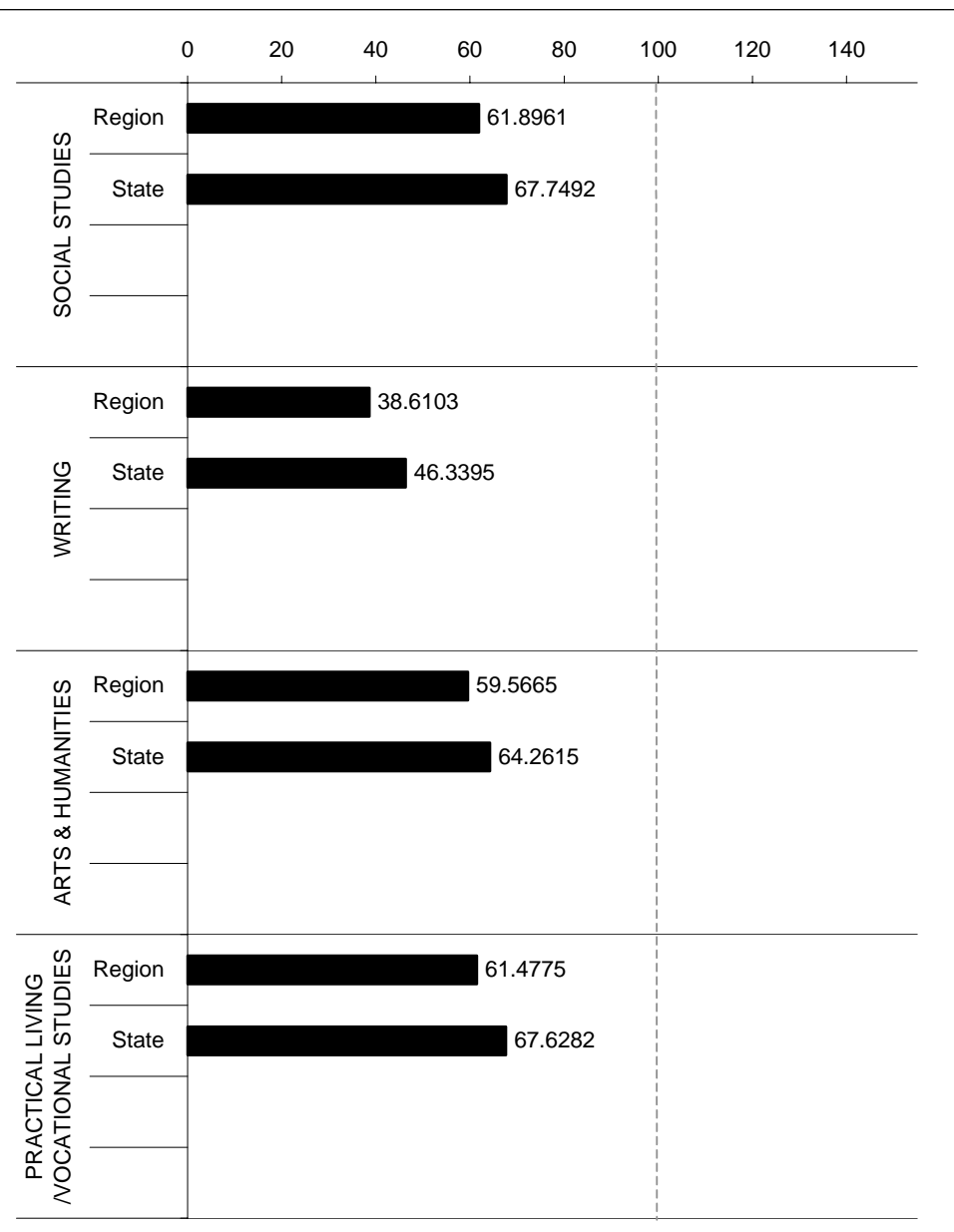
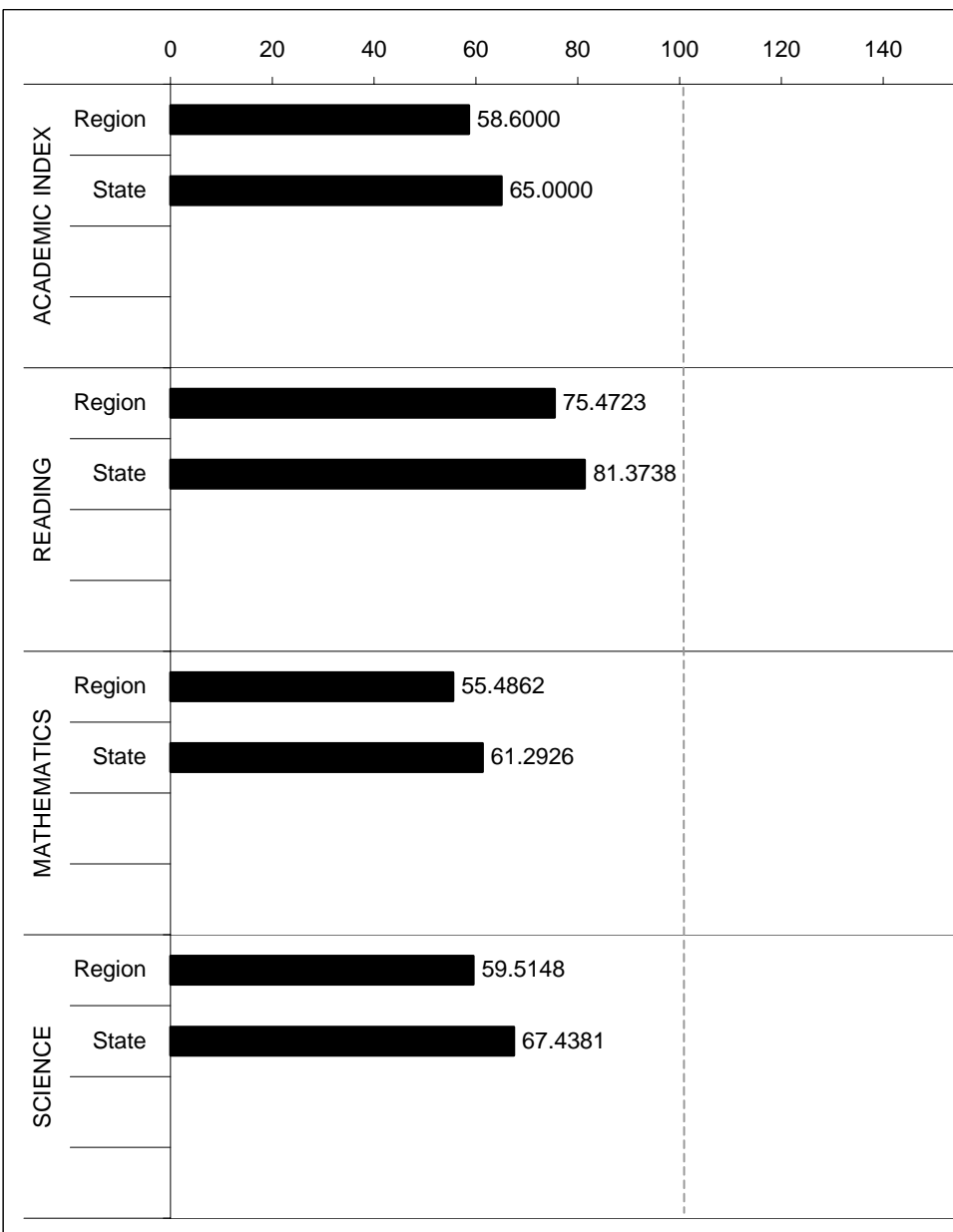


SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACADEMIC INDEX COMPARISONS

District: REGION 3

Code: 903

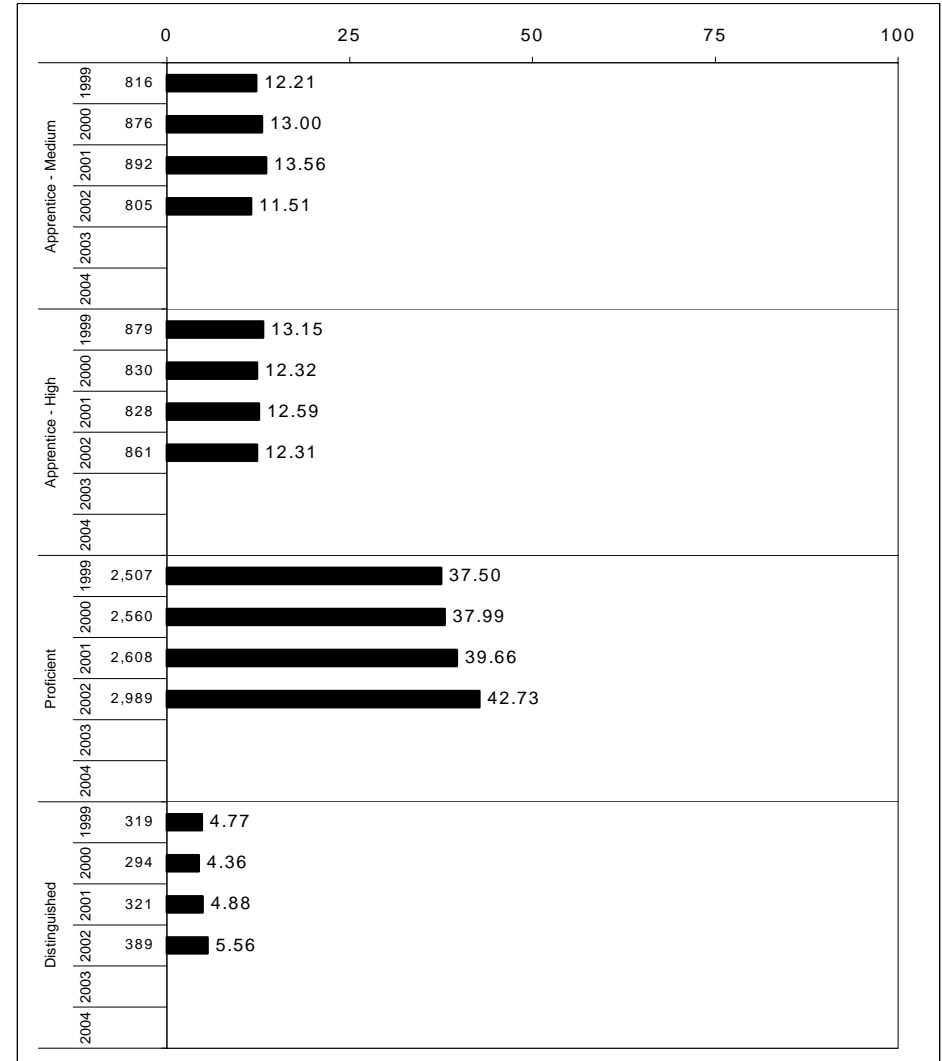
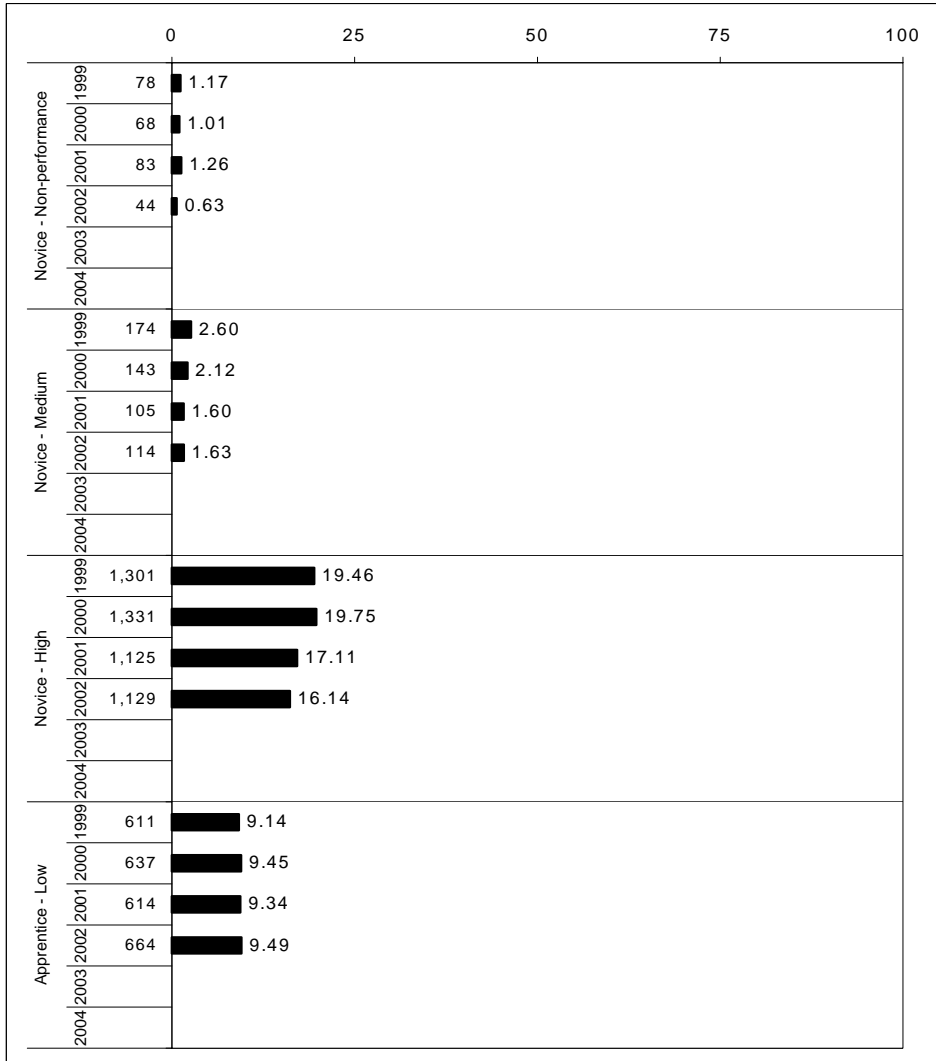
Grade: 07/08





SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 07



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING SUB-DOMAIN

District: REGION 3
Code: 903
Grade: 07

READING SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	60	2.1	2.2									
Informational	40	2.1	2.2									
Persuasive	20	2.1	2.2									
Practical/Workplace	30	2.2	2.4									

District: Top
State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 07

OPEN RESPONSE	No.	REGION										STATE										School
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean	
		Observations	B	0	1	2	3	4	Observations			B	0	1	2	3	4					
1.0.x - Literary	12	16,054	1	7	28	41	19	4	1.8	0.0	113,563	1	5	26	44	21	4	1.9	-0.1			
2.0.x - Informational	8	10,357	1	9	25	41	19	4	1.8	0.0	73,295	1	8	23	43	21	4	1.9	-0.1			
3.0.x - Persuasive	4	6,877	1	6	26	47	17	4	1.9	0.0	48,709	1	4	24	47	20	4	2.0	-0.1			
4.0.x - Practical/Workplace	6	7,974	1	5	21	44	24	5	2.0	0.0	56,687	0	4	19	45	26	6	2.1	-0.1			
</																						



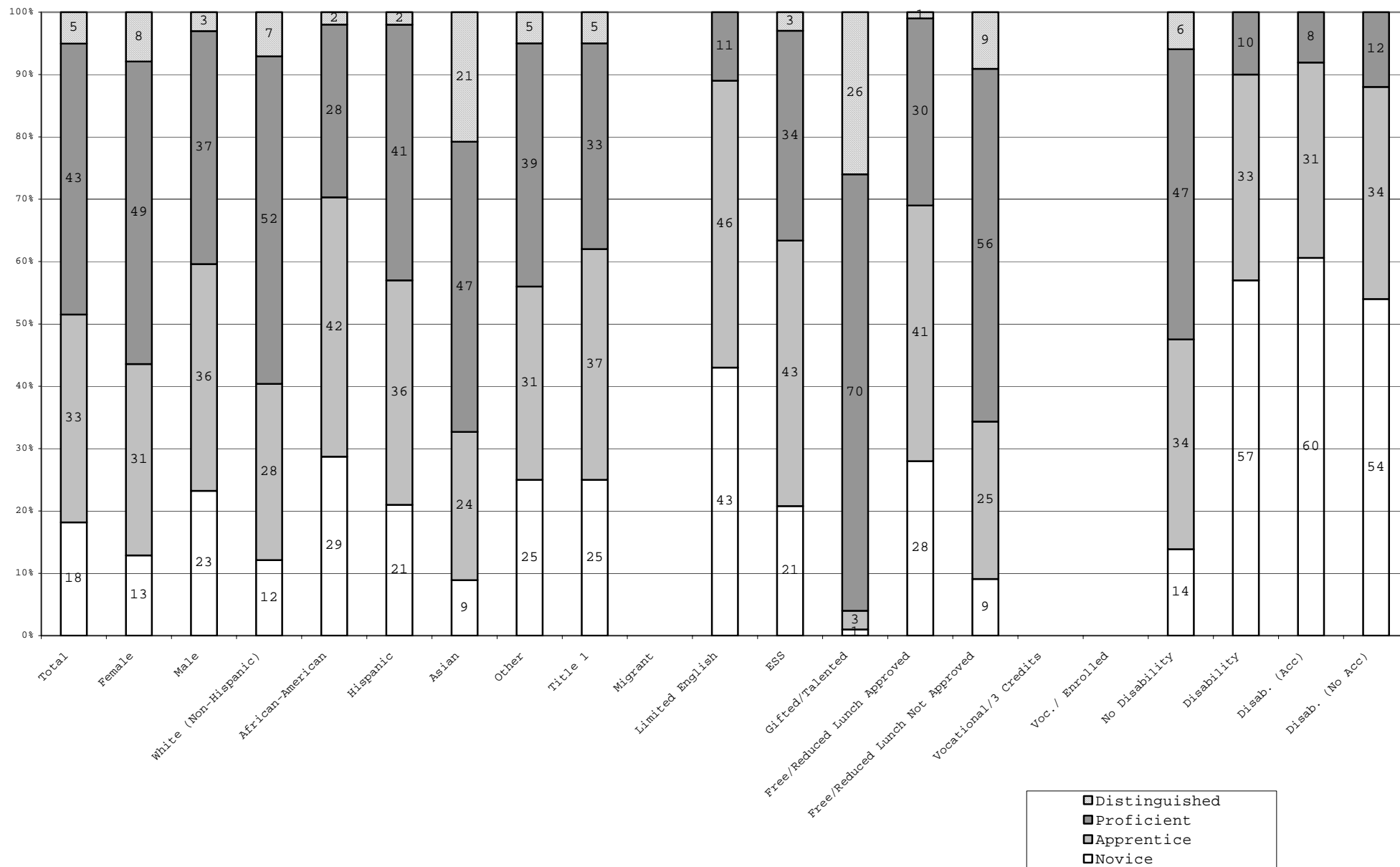
SPRING 2002 **KENTUCKY PERFORMANCE REPORT** **READING QUESTIONNAIRE DATA**

District: REGION 3
 Code: 903
 Grade: 07

	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the reading questions tested things you learned in school	316	5%	(4%)	2,189	32%	(28%)	3,370	49%	(51%)	895	13%	(16%)	134	2%	(1%)
	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
37 How well do you think you did on this test	92	1%	(1%)	298	4%	(4%)	4,835	70%	(71%)	1,528	22%	(23%)	137	2%	(1%)
	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
38 How hard did you try on this test	239	3%	(2%)	261	4%	(3%)	1,650	24%	(22%)	4,609	67%	(71%)	141	2%	(1%)
	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>		
39 On a typical school day, how much time do you spend reading for subjects other than reading or English/Language arts	503	7%	(7%)	2,962	43%	(44%)	2,571	37%	(37%)	552	8%	(8%)	176	3%	(3%)
	<u>Invalid Response</u>			<u>Invalid Response</u>			<u>Invalid Response</u>			<u>Invalid Response</u>			<u>Invalid Response</u>		
	<u>Invalid Response</u>			<u>Invalid Response</u>			<u>Invalid Response</u>			<u>Invalid Response</u>			<u>Invalid Response</u>		
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	<u>Invalid Response</u>			<u>Invalid Response</u>			<u>Invalid Response</u>			<u>Invalid Response</u>			<u>Invalid Response</u>		

SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING DISAGGREGATION
Performance Level Percents

District: REGION 3
Code: 903
Grade: 07

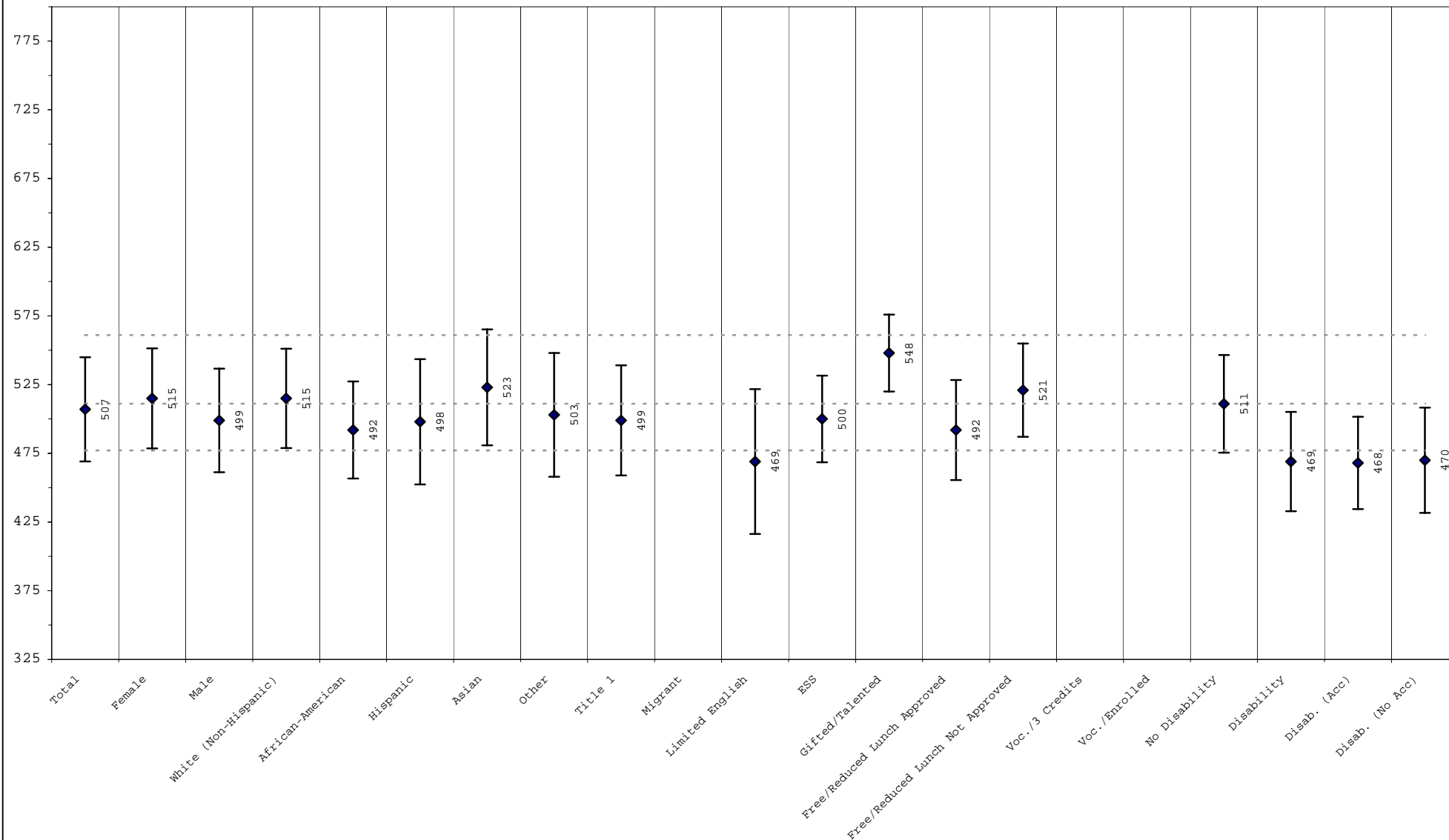


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
READING

District: REGION 3
 Code: 903
 Grade: 07



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: REGION 3
 Code: 903
 Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							6,919		507 (0.5)	48,856		513 (0.2)
Gender:												
Female							3,385	49%	515 (0.6)	23,609	48%	521 (0.2)
Male							3,533	51%	499 (0.6)	25,213	52%	506 (0.2)
Gap Female vs Male									16*			15*
Ethnicity												
White (Non-Hispanic)							4,137	60%	515 (0.6)	42,088	86%	515 (0.2)
African-American							2,493	36%	492 (0.7)	5,129	10%	496 (0.5)
Hispanic							90	1%	498 (4.8)	449	1%	504 (1.9)
Asian							101	1%	523 (4.2)	327	1%	530 (2.1)
Other							93	1%	503 (4.7)	615	1%	510 (1.4)
Gap White vs African American									23*			19*
Gap White vs Hispanic									17*			11*
Gap White vs Asian									-8			-15*
Gap White vs Other									12*			5*
Title I												
Participating Students							3,063	44%	499 (0.7)	22,844	47%	509 (0.2)
Not Participating							3,856	56%	513 (0.6)	26,012	53%	517 (0.2)
Gap Participating vs Non-Participating									-14*			-8*
Migrant Program												
Participating Students							3			554	1%	500 (1.3)
Not Participating							6,916	100%	507 (0.5)	48,302	99%	513 (0.2)
Gap Participating vs Non-Participating												-13*
Limited English Proficiency												
Participating Students							35	1%	469 (8.9)	119		483 (4.4)
Not Participating							6,884	99%	507 (0.5)	48,737	100%	513 (0.2)
Gap Participating vs Non-Participating									-38*			-30*
Extended School Services												
Participating Students							1,485	21%	500 (0.8)	9,973	20%	506 (0.3)
Not Participating							5,434	79%	508 (0.5)	38,883	80%	515 (0.2)
Gap Participating vs Non-Participating									-8*			-9*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: REGION 3
 Code: 903
 Grade: 07

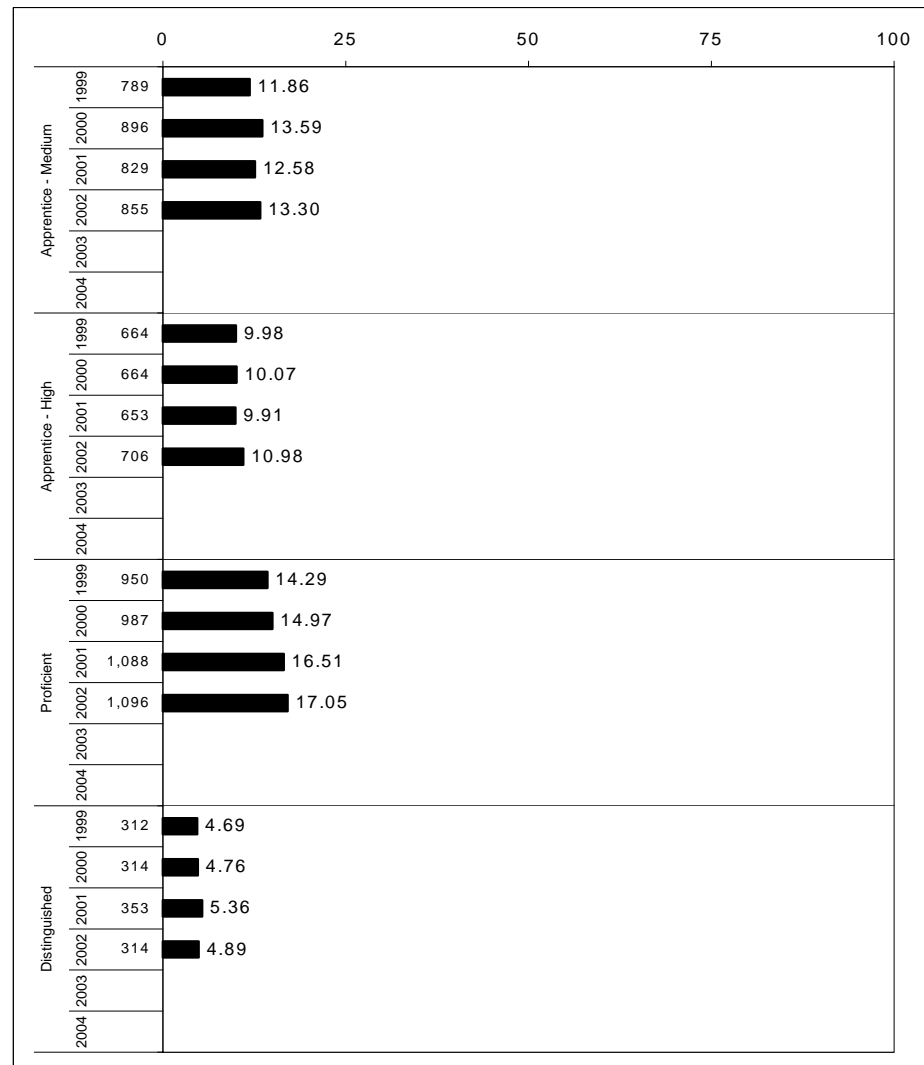
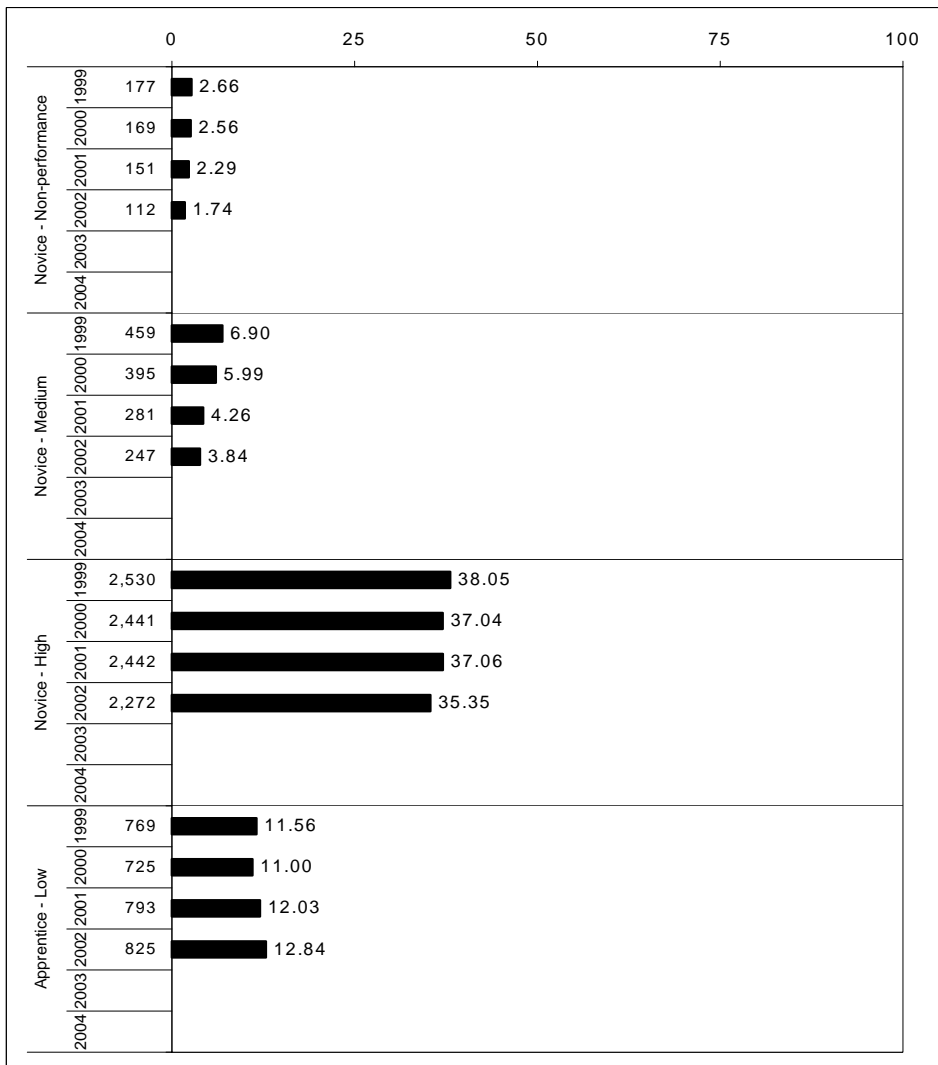
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							719	10%	548 (1.0)	8,226	17%	542 (0.3)
Not Participating							6,200	90%	502 (0.5)	40,630	83%	507 (0.2)
<i>Gap Participating vs Non-Participating</i>									46*			35*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							3,456	50%	492 (0.6)	22,205	45%	502 (0.2)
Not Approved (includes not coded)							3,463	50%	521 (0.6)	26,651	55%	523 (0.2)
<i>Gap Approved vs Not Approved</i>									-29*			-21*
Disability Status												
Students without Disabilities (includes not coded)							6,166	89%	511 (0.5)	43,093	88%	517 (0.2)
Students with Disabilities							753	11%	469 (1.3)	5,763	12%	481 (0.4)
Tested with Accommodations							347	5%	468 (1.8)	4,117	8%	480 (0.5)
Tested without Accommodations							406	6%	470 (1.9)	1,646	3%	483 (0.9)
<i>Gap With vs Without</i>									-42*			-36*
Alternate Portfolio							76	1%		410	1%	
Exemptions (On-Demand)												
Medical							28			146		
LEP							83			206		
Other							1			13		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 08



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 08

MATHEMATICS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number/Computation	56	1.6	1.8				♦	♦				
Geometry/Measurement	44	1.6	1.7				♦	♦				
Probability/Statistics	26	1.8	2.0					♦	♦			
Algebraic Ideas	44	1.7	1.8				♦	♦				

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS CORE CONTENT

District: REGION 3

Code: 903

Grade: 08

OPEN RESPONSE	No. Items	No. Observations	REGION								Std. Err.	No. Observations	STATE								School -State Mean
			Percents							Mean			Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Number/Computation	13	13,543	1	26	33	19	13	7	1.4	0.0	101,179	1	22	34	21	15	8	1.5	-0.1		
1.1.x - Concepts	2	2,069	1	26	30	27	11	5	1.4	0.0	15,461	1	19	29	30	14	6	1.6	-0.2		
1.2.x - Skills	12	12,501	1	26	35	18	13	7	1.4	0.0	93,455	1	22	34	20	15	8	1.5	-0.1		
1.3.x - Relationships	0	0									0										
2.x.x - Geometry/Meanurement	10	10,386	1	28	34	21	10	6	1.3	0.0	77,570	1	23	35	23	12	7	1.4	-0.1		
2.1.x - Concepts	1	1,042	1	39	26	14	11	9	1.2	0.0	7,724	1	33	26	15	12	13	1.4	-0.2		
2.2.x - Skills	7	7,248	1	26	36	24	8	4	1.3	0.0	54,162	1	21	37	27	10	5	1.4	-0.1		
2.3.x - Relationships	2	2,096	1	27	31	14	16	10	1.5	0.0	15,684	1	26	31	14	18	10	1.6	-0.1		
3.x.x - Probability/Statistics	7	7,292	1	20	25	28	22	5	1.7	0.0	54,352	0	15	24	27	27	6	1.8	-0.1		
3.1.x - Concepts	1	1,042	0	14	18	26	40	2	2.0	0.0	7,724	0	8	15	27	47	2	2.2	-0.2		
3.2.x - Skills	7	7,292	1	20	25	28	22	5	1.7	0.0	54,352	0	15	24	27	27	6	1.8	-0.1		
3.3.x - Relationships	2	2,086	1	17	26	36	17	3	1.6	0.0	15,682	0	13	26	34	22	4	1.8	-0.2		
4.x.x - Algebraic Ideas	13	13,567	2	21	34	24	12	8	1.5	0.0	101,193	1	18	35	27	12	7	1.6	-0.1		
4.1.x - Concepts	2	2,070	3	29	26	24	11	7	1.4	0.0	15,466	1	25	27	29	10	7	1.4	0.0		
4.2.x - Skills	11	11,481	2	22	35	22	12	8	1.5	0.0	85,511	1	19	36	24	13	8	1.5	0.0		
4.3.x - Relationships	7	7,338	1	18	32	29	12	7	1.6	0.0	54,796	1	15	32	32	13	7	1.6	0.0		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Number/Computation	43	54,173	54	45	0						0.54	0.00	404,121	59	41	0				0.59	-0.05
1.1.x - Concepts	15	20,815	51	49	0						0.51	0.00	155,305	57	43	0				0.57	-0.06
1.2.x - Skills	24	27,096	55	45	0						0.55	0.00	202,186	59	41	0				0.59	-0.04
1.3.x - Relationships	6	8,364	60	40	0						0.60	0.01	62,304	63	37	0				0.63	-0.03
2.x.x - Geometry/Meanurement	34	39,571	54	46	0						0.54	0.00	295,221	58	42	0				0.58	-0.04
2.1.x - Concepts	10	12,519	54	46	0						0.54	0.00	93,223	59	41	0				0.59	-0.05
2.2.x - Skills	23	25,998	54	46	0						0.54	0.00	194,038	57	43	0				0.57	-0.03
2.3.x - Relationships	3	3,155	54	46	0						0.54	0.01	23,629	56	44	0				0.56	-0.02
3.x.x - Probability/Statistics	19	24,981	53	47	0						0.53	0.00	186,505	59	41	0				0.59	-0.06
3.1.x - Concepts	4	5,219	54	46	0						0.54	0.01	39,105	59	41	0				0.59	-0.05
3.2.x - Skills	14	17,661	57	43	0						0.57	0.00	131,731	63	37	0				0.63	-0.06
3.3.x - Relationships	2	3,138	32	68	0						0.32	0.01	23,408	38	62	0				0.38	-0.06
4.x.x - Algebraic Ideas	31	38,567	52	48	0						0.52	0.00	287,695	56	44	0				0.56	-0.04
4.1.x - Concepts	11	13,524	54	46	0						0.54	0.00	101,008	57	43	0				0.57	-0.03
4.2.x - Skills	19	24,002	51	49	0						0.51	0.00	178,938	55	45	0				0.55	-0.04
4.3.x - Relationships	3	3,125	44	56	0						0.43	0.01	23,227	46	54	0				0.46	-0.03

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002 **KENTUCKY PERFORMANCE REPORT** **MATHEMATICS QUESTIONNAIRE DATA**

District: REGION 3
 Code: 903
 Grade: 08

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	105	2%	(1%)	1,220	19%	(14%)	3,494	55%	(54%)	1,386	22%	(29%)	133	2%	(1%)
	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
37 How well do you think you did on this test	127	2%	(2%)	605	10%	(8%)	4,234	67%	(68%)	1,235	19%	(20%)	135	2%	(1%)
	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
38 How hard did you try on this test	195	3%	(2%)	261	4%	(3%)	1,396	22%	(20%)	4,344	68%	(74%)	138	2%	(1%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	546	9%	(11%)	3,110	49%	(54%)	916	14%	(14%)	1,167	18%	(14%)	471	7%	(6%)
40 work on mathematics projects/investigations that require more than one class period	1,411	22%	(24%)	2,696	42%	(46%)	916	14%	(14%)	778	12%	(10%)	397	6%	(5%)
41 use a calculator	136	2%	(2%)	858	14%	(9%)	547	9%	(6%)	1,376	22%	(18%)	3,274	52%	(64%)
42 use a computer	3,042	48%	(47%)	1,878	30%	(31%)	480	8%	(8%)	396	6%	(6%)	398	6%	(7%)
43 write about mathematics	1,038	16%	(21%)	1,952	31%	(34%)	918	14%	(14%)	995	16%	(13%)	1,288	20%	(15%)
44 use hands-on materials other than books, worksheets, calculators or computers	967	15%	(17%)	2,424	38%	(40%)	937	15%	(15%)	1,000	16%	(14%)	871	14%	(12%)
45 draw pictures or charts to help explain your thinking	260	4%	(4%)	1,529	24%	(28%)	1,182	19%	(20%)	1,849	29%	(28%)	1,374	22%	(18%)
46 discuss different ways to solve problems	191	3%	(3%)	783	12%	(11%)	885	14%	(13%)	1,839	29%	(28%)	2,504	39%	(44%)
47 receive meaningful feedback on assignments	619	10%	(8%)	1,172	18%	(18%)	1,116	18%	(17%)	1,667	26%	(27%)	1,607	25%	(28%)
48 work on mathematics that is related to real-life experiences	529	8%	(7%)	1,523	24%	(23%)	1,109	17%	(17%)	1,657	26%	(27%)	1,379	22%	(24%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

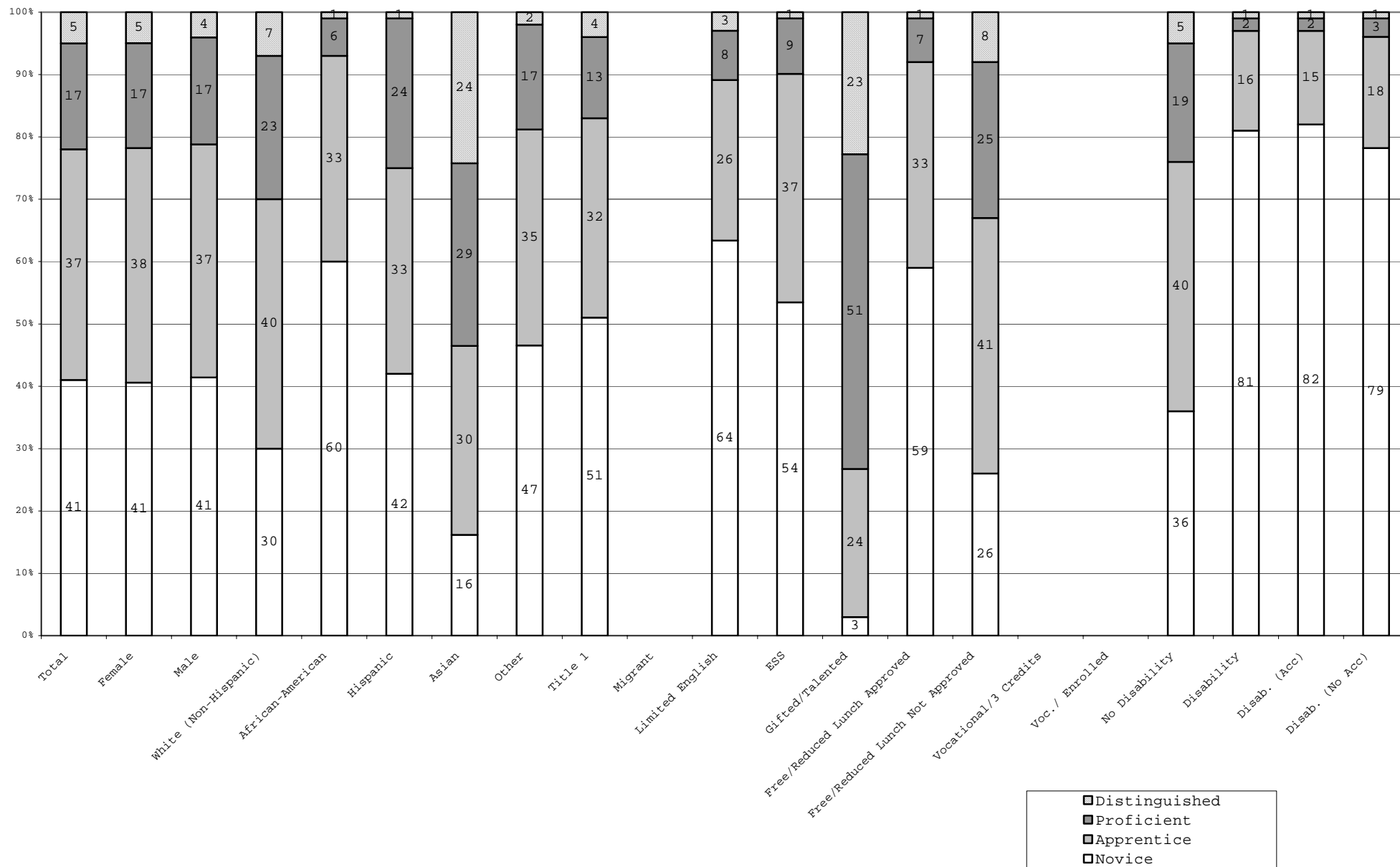
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Page: 88



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS DISAGGREGATION
Performance Level Percents

District: REGION 3
 Code: 903
 Grade: 08

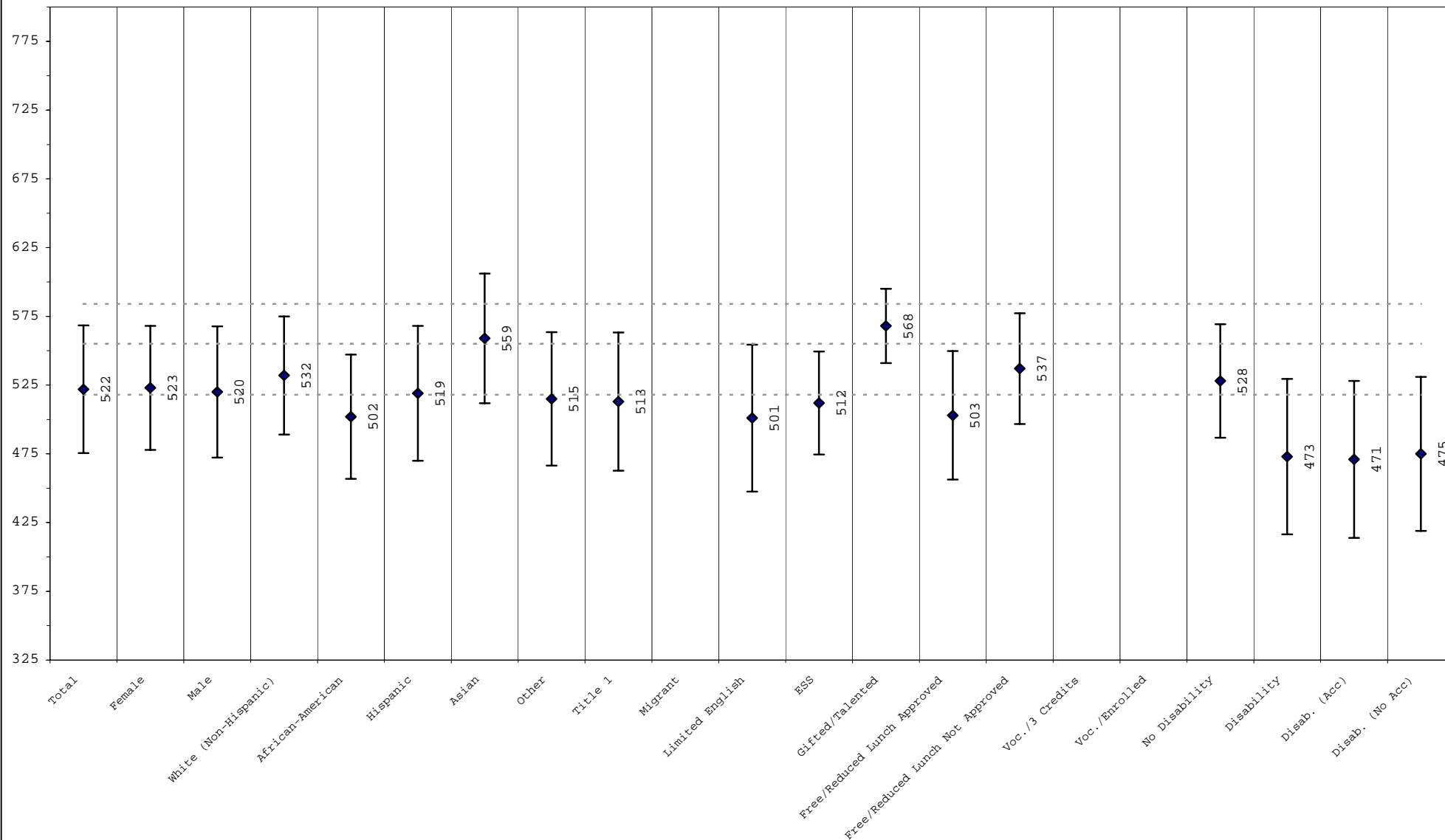


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
MATHEMATICS

District: REGION 3
 Code: 903
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: REGION 3
 Code: 903
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							6,351		522 (0.6)	46,957		530 (0.2)
Gender:												
Female							3,164	50%	523 (0.8)	22,893	49%	532 (0.3)
Male							3,187	50%	520 (0.8)	24,042	51%	528 (0.3)
Gap Female vs Male									3*			4*
Ethnicity												
White (Non-Hispanic)							3,868	61%	532 (0.7)	40,780	87%	533 (0.2)
African-American							2,230	35%	502 (1.0)	4,723	10%	507 (0.6)
Hispanic							83	1%	519 (5.4)	453	1%	521 (2.1)
Asian							99	2%	559 (4.7)	311	1%	557 (2.7)
Other							66	1%	515 (6.0)	547	1%	527 (1.7)
Gap White vs African American									30*			26*
Gap White vs Hispanic									13*			12*
Gap White vs Asian									-27*			-24*
Gap White vs Other									17*			6*
Title I												
Participating Students							2,702	43%	513 (1.0)	21,583	46%	523 (0.3)
Not Participating							3,649	57%	528 (0.7)	25,374	54%	535 (0.2)
Gap Participating vs Non-Participating									-15*			-12*
Migrant Program												
Participating Students							2			449	1%	511 (2.1)
Not Participating							6,349	100%	522 (0.6)	46,508	99%	530 (0.2)
Gap Participating vs Non-Participating												-19*
Limited English Proficiency												
Participating Students							39	1%	501 (8.6)	118		502 (5.4)
Not Participating							6,312	99%	522 (0.6)	46,839	100%	530 (0.2)
Gap Participating vs Non-Participating									-21*			-28*
Extended School Services												
Participating Students							926	15%	512 (1.2)	7,703	16%	523 (0.4)
Not Participating							5,425	85%	523 (0.6)	39,254	84%	531 (0.2)
Gap Participating vs Non-Participating									-11*			-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: REGION 3
 Code: 903
 Grade: 08

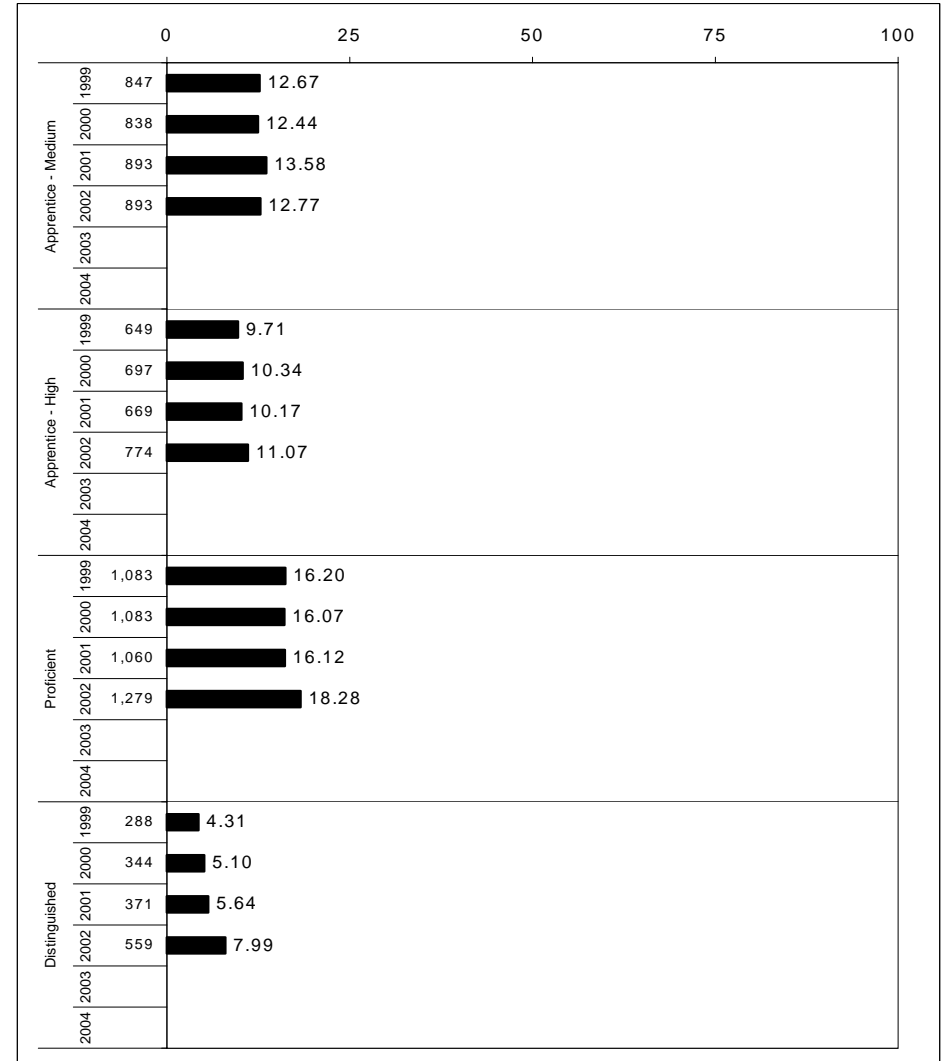
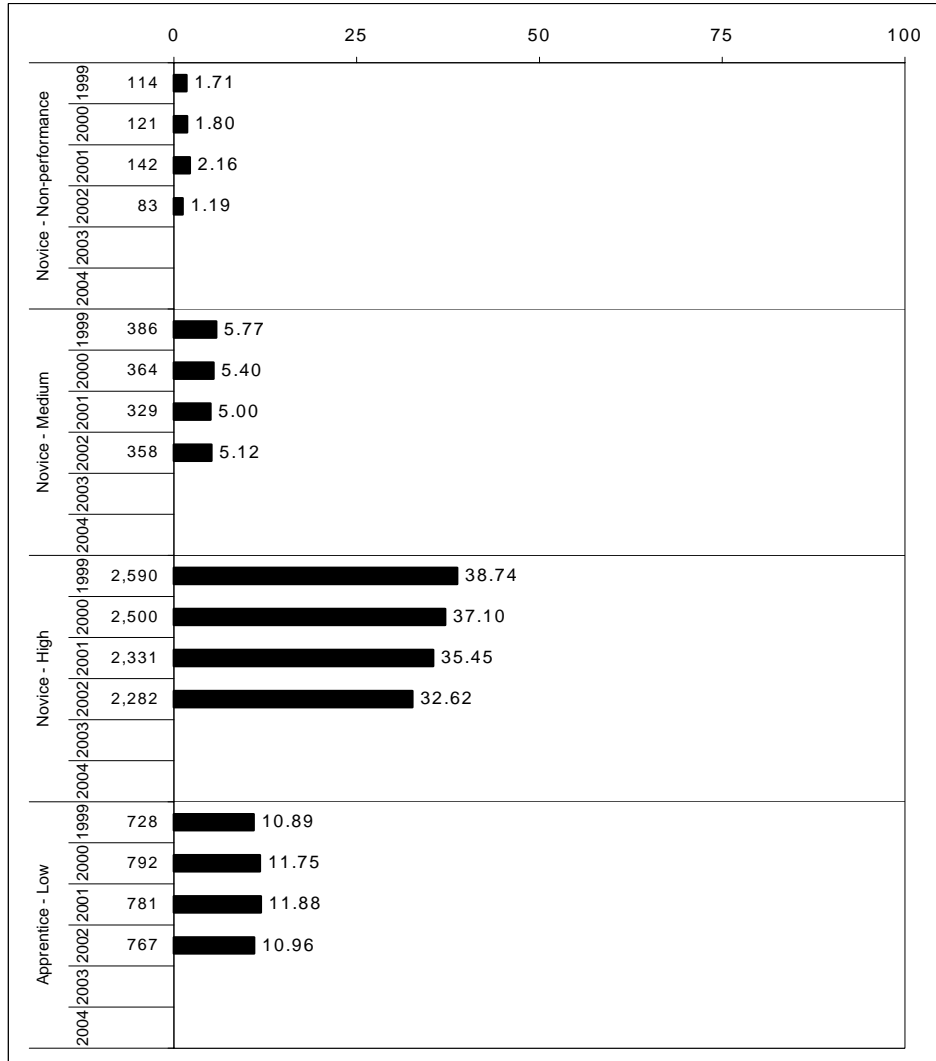
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							873	14%	568 (0.9)	8,093	17%	565 (0.3)
Not Participating							5,478	86%	514 (0.6)	38,864	83%	523 (0.2)
<i>Gap Participating vs Non-Participating</i>									54*			42*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,886	45%	503 (0.9)	20,016	43%	515 (0.3)
Not Approved (includes not coded)							3,465	55%	537 (0.7)	26,941	57%	541 (0.2)
<i>Gap Approved vs Not Approved</i>									-34*			-26*
Disability Status												
Students without Disabilities (includes not coded)							5,658	89%	528 (0.5)	41,500	88%	536 (0.2)
Students with Disabilities							693	11%	473 (2.1)	5,457	12%	485 (0.7)
Tested with Accommodations							348	5%	471 (3.1)	3,701	8%	482 (0.8)
Tested without Accommodations							345	5%	475 (3.0)	1,756	4%	493 (1.2)
<i>Gap With vs Without</i>									-55*			-51*
Alternate Portfolio							76	1%		410	1%	
Exemptions (On-Demand)												
Medical							16			139		
LEP							76			186		
Other							3			4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 07



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 07

SCIENCE SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Physical Science	48	1.7	1.8									
Earth & Space Science	58	1.9	2.1									
Life Science	57	1.9	2.1									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE CORE CONTENT

District: REGION 3

Code: 903

Grade: 07

OPEN RESPONSE	No.	REGION										STATE									School
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations			B	0	1	2	3	4				
1.x.x - Physical Science	12	13,699	2	23	30	28	12	5	1.4	0.0	97,327	1	19	30	32	13	6	1.6	-0.2		
1.1.x - Matter Properties/Changes	3	3,430	2	22	32	29	10	5	1.4	0.0	24,471	1	20	30	32	12	5	1.5	-0.1		
1.2.x - Motions and Forces	4	4,595	2	26	35	24	10	3	1.3	0.0	32,315	1	21	37	27	11	3	1.4	-0.1		
1.3.x - Transfer of Energy	5	5,674	2	23	25	31	13	6	1.5	0.0	40,541	1	17	23	35	16	8	1.7	-0.2		
2.x.x - Earth & Space Science	14	16,048	2	17	25	30	18	7	1.7	0.0	113,592	1	12	24	33	21	9	1.9	-0.2		
2.1.x - Earth's System Structure	9	10,352	2	16	27	30	17	8	1.7	0.0	73,309	1	12	25	33	20	9	1.9	-0.2		
2.2.x - Earth's History	4	4,595	2	22	26	29	15	5	1.5	0.0	32,315	1	17	27	32	18	5	1.7	-0.2		
2.3.x - Earth in the Solar System	3	3,395	2	15	18	31	24	10	1.9	0.0	24,142	1	10	18	32	28	11	2.1	-0.2		
3.x.x - Life Science	14	16,058	2	19	26	29	17	6	1.6	0.0	113,554	1	15	25	31	20	7	1.8	-0.2		
3.1.x - Living Systems ...	2	2,246	2	6	26	35	24	6	1.9	0.0	16,050	1	4	22	36	29	8	2.1	-0.2		
3.2.x - Regulation and Behavior	1	1,152	2	33	26	22	12	5	1.2	0.0	8,068	2	29	28	24	13	5	1.3	-0.1		
3.3.x - Reproduction and Heredity	1	1,185	4	29	36	16	8	6	1.2	0.0	8,417	3	22	31	21	14	10	1.5	-0.3		
3.4.x - Organisms:Diversity/Adapt.	5	5,776	2	21	24	28	18	7	1.6	0.0	40,741	1	18	23	31	20	8	1.7	-0.1		
3.5.x - Populations & Ecosystems	5	5,699	2	18	27	31	17	5	1.6	0.0	40,278	1	13	26	34	20	7	1.8	-0.2		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Physical Science	36	49,324	56	43	0			0.56	0.00		349,380	60	40	0			0.60	-0.04			
1.1.x - Matter Properties/Changes	11	16,032	56	43	0			0.56	0.00		113,833	60	40	0			0.60	-0.04			
1.2.x - Motions and Forces	10	12,662	56	43	1			0.56	0.00		89,416	62	38	0			0.61	-0.05			
1.3.x - Transfer of Energy	16	21,727	56	43	0			0.56	0.00		154,108	60	40	0			0.60	-0.04			
2.x.x - Earth & Space Science	44	59,557	56	44	0			0.56	0.00		421,911	61	39	0			0.61	-0.05			
2.1.x - Earth's System Structure	17	22,961	56	43	1			0.56	0.00		162,626	61	39	0			0.61	-0.05			
2.2.x - Earth's History	6	11,490	58	42	0			0.58	0.00		81,617	62	38	0			0.62	-0.04			
2.3.x - Earth in the Solar System	21	25,106	55	45	0			0.55	0.00		177,668	61	39	0			0.61	-0.06			
3.x.x - Life Science	43	60,796	60	39	0			0.60	0.00		430,404	66	34	0			0.66	-0.06			
3.1.x - Living Systems ...	7	10,270	57	42	0			0.57	0.00		72,840	62	38	0			0.62	-0.05			
3.2.x - Regulation and Behavior	11	17,168	54	46	0			0.54	0.00		121,276	60	40	0			0.60	-0.06			
3.3.x - Reproduction and Heredity	5	6,874	64	35	1			0.64	0.01		48,733	71	29	0			0.71	-0.07			
3.4.x - Organisms:Diversity/Adapt.	7	9,124	67	33	0			0.67	0.00		64,774	71	29	0			0.71	-0.04			
3.5.x - Populations & Ecosystems	16	21,903	62	38	0			0.62	0.00		155,000	68	32	0			0.68	-0.06			

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 07

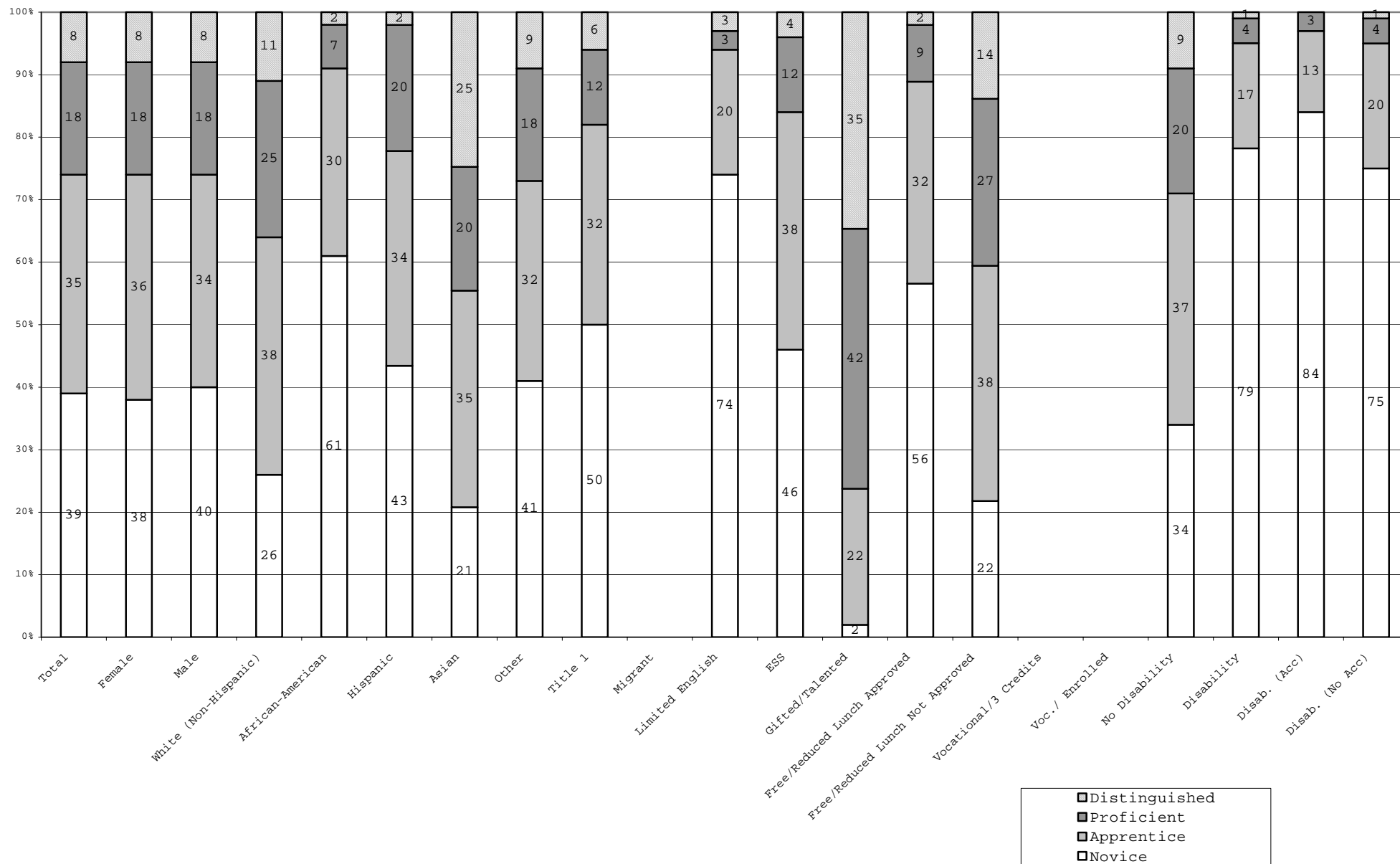
	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the science questions tested things you learned in school	232	3%	(2%)	2,385	35%	(28%)	3,359	49%	(53%)	740	11%	(14%)	193	3%	(2%)
37 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	145	2%	(1%)	667	10%	(8%)	4,657	67%	(69%)	1,223	18%	(19%)	217	3%	(2%)
38 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	220	3%	(3%)	346	5%	(4%)	1,636	24%	(22%)	4,492	65%	(70%)	215	3%	(2%)
In your class, how often do you do the following:															
	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
39 read from a textbook	359	5%	(6%)	1,823	26%	(26%)	937	14%	(13%)	1,811	26%	(26%)	1,785	26%	(28%)
40 read about science in magazines or books other than a textbook	859	12%	(17%)	2,792	40%	(40%)	1,498	22%	(20%)	1,059	15%	(15%)	499	7%	(7%)
41 work on worksheets	117	2%	(2%)	1,090	16%	(15%)	986	14%	(14%)	2,205	32%	(34%)	2,307	33%	(34%)
42 work with other students in pairs, small groups or teams	338	5%	(5%)	2,606	38%	(42%)	1,479	21%	(22%)	1,526	22%	(20%)	753	11%	(10%)
43 watch your teacher do a science demonstration	725	10%	(9%)	2,778	40%	(41%)	1,392	20%	(20%)	1,161	17%	(17%)	640	9%	(10%)
44 watch a video	169	2%	(3%)	2,962	43%	(50%)	1,718	25%	(23%)	1,312	19%	(15%)	536	8%	(6%)
45 use equipment like microscopes, computers and beakers in your investigations	1,224	18%	(15%)	3,243	47%	(51%)	1,049	15%	(16%)	776	11%	(11%)	393	6%	(5%)
46 design and conduct scientific investigations about things in which you are interested	1,703	25%	(26%)	2,662	39%	(41%)	1,176	17%	(17%)	808	12%	(10%)	331	5%	(5%)
47 design and conduct scientific investigations about things your teacher wants you to study	899	13%	(13%)	2,483	36%	(39%)	1,500	22%	(22%)	1,189	17%	(16%)	601	9%	(8%)
48 communicate (draw,graph,write) about the design, procedures and results of your investigations	783	11%	(11%)	2,296	33%	(37%)	1,526	22%	(23%)	1,278	18%	(18%)	816	12%	(10%)
49 discuss your investigations with a teacher or other students	903	13%	(14%)	2,113	31%	(33%)	1,326	19%	(20%)	1,346	19%	(18%)	1,006	15%	(13%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE DISAGGREGATION
Performance Level Percents

District: REGION 3
Code: 903
Grade: 07

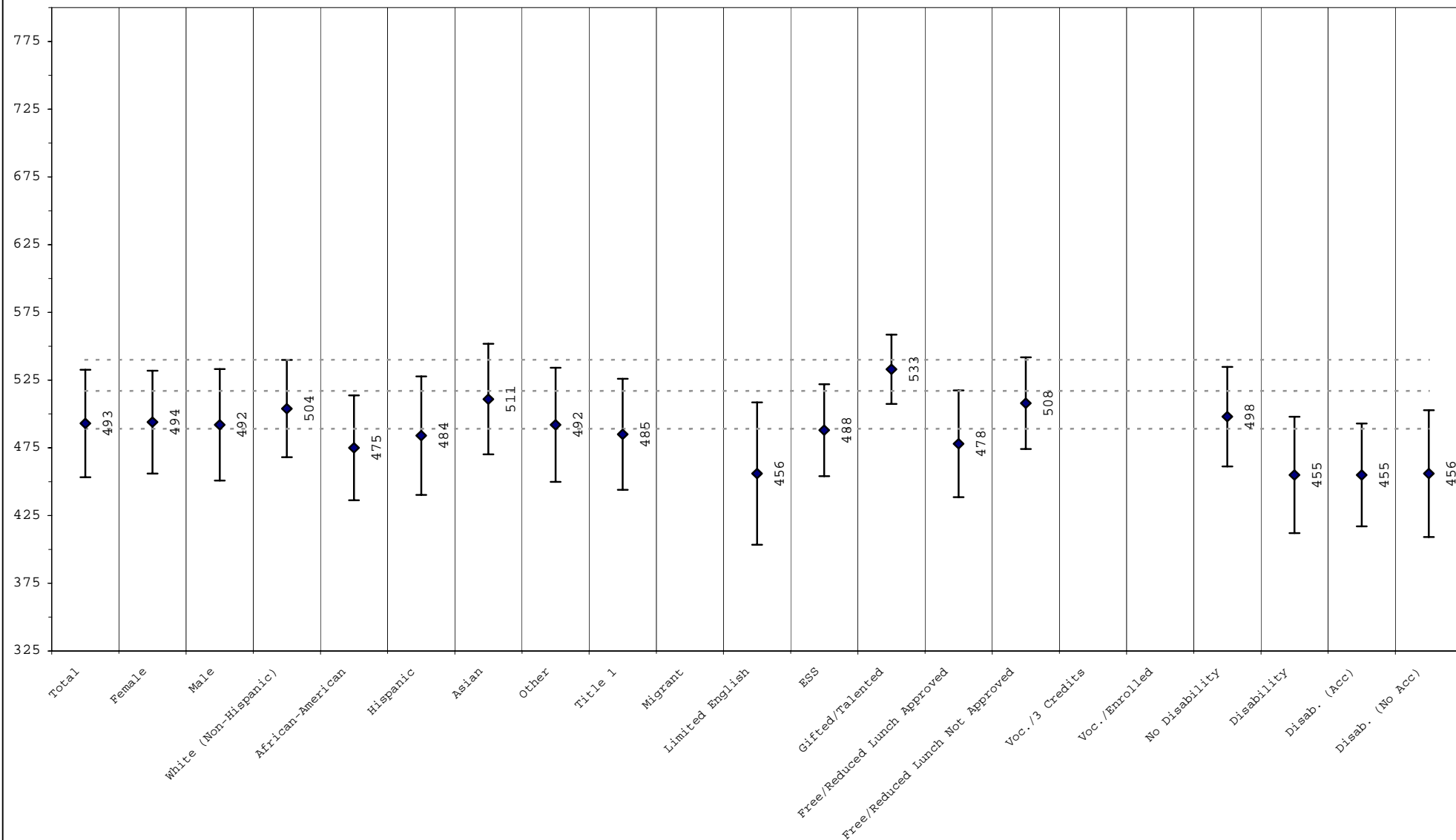


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SCIENCE

District: REGION 3
 Code: 903
 Grade: 07



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: REGION 3
 Code: 903
 Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							6,919		493 (0.5)	48,856		502 (0.2)
Gender:												
Female							3,385	49%	494 (0.7)	23,609	48%	502 (0.2)
Male							3,533	51%	492 (0.7)	25,213	52%	502 (0.2)
Gap Female vs Male									2*			
Ethnicity												
White (Non-Hispanic)							4,137	60%	504 (0.6)	42,088	86%	505 (0.2)
African-American							2,493	36%	475 (0.8)	5,129	10%	480 (0.5)
Hispanic							90	1%	484 (4.6)	449	1%	491 (1.9)
Asian							101	1%	511 (4.1)	327	1%	517 (2.0)
Other							93	1%	492 (4.4)	615	1%	498 (1.3)
Gap White vs African American									29*			25*
Gap White vs Hispanic									20*			14*
Gap White vs Asian									-7			-12*
Gap White vs Other									12*			7*
Title I												
Participating Students							3,063	44%	485 (0.7)	22,844	47%	497 (0.2)
Not Participating							3,856	56%	500 (0.6)	26,012	53%	506 (0.2)
Gap Participating vs Non-Participating									-15*			-9*
Migrant Program												
Participating Students							3			554	1%	491 (1.4)
Not Participating							6,916	100%	493 (0.5)	48,302	99%	502 (0.2)
Gap Participating vs Non-Participating												-11*
Limited English Proficiency												
Participating Students							35	1%	456 (8.9)	119		470 (4.5)
Not Participating							6,884	99%	493 (0.5)	48,737	100%	502 (0.2)
Gap Participating vs Non-Participating									-37*			-32*
Extended School Services												
Participating Students							1,485	21%	488 (0.9)	9,973	20%	496 (0.3)
Not Participating							5,434	79%	495 (0.6)	38,883	80%	504 (0.2)
Gap Participating vs Non-Participating									-7*			-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: REGION 3
 Code: 903
 Grade: 07

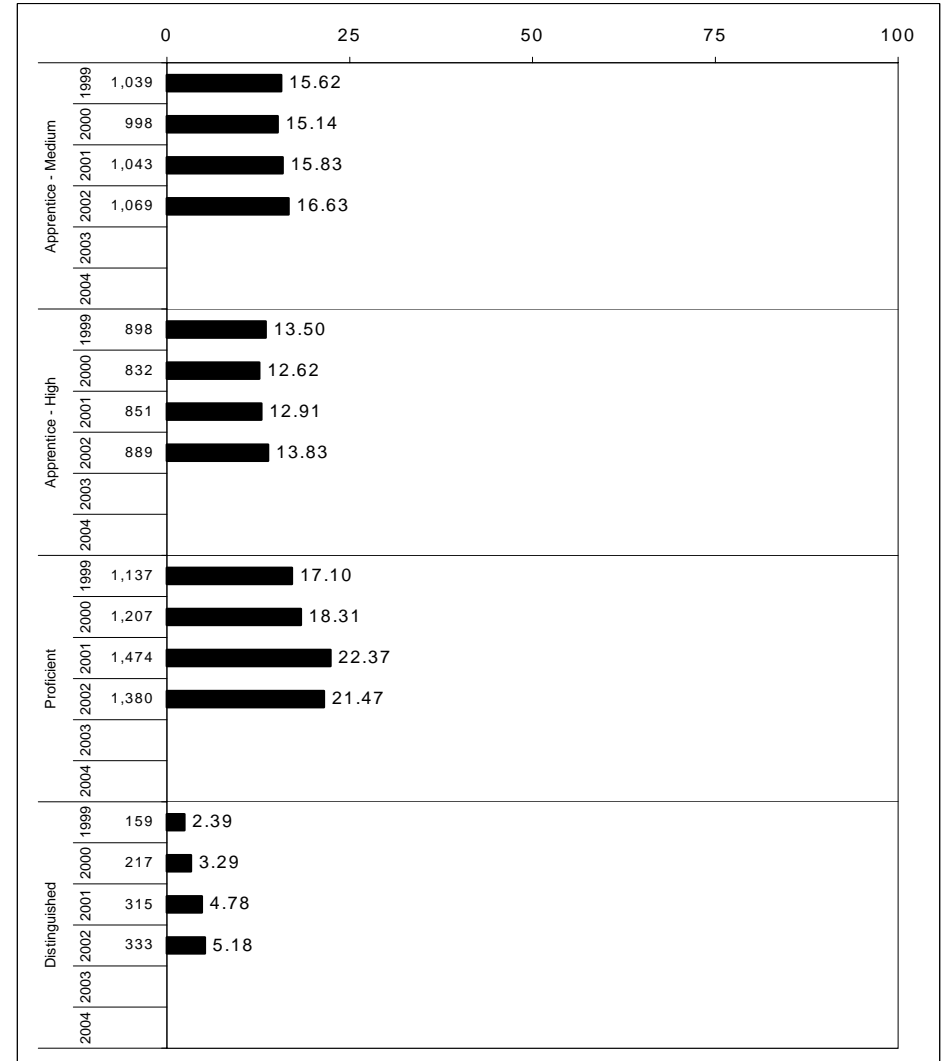
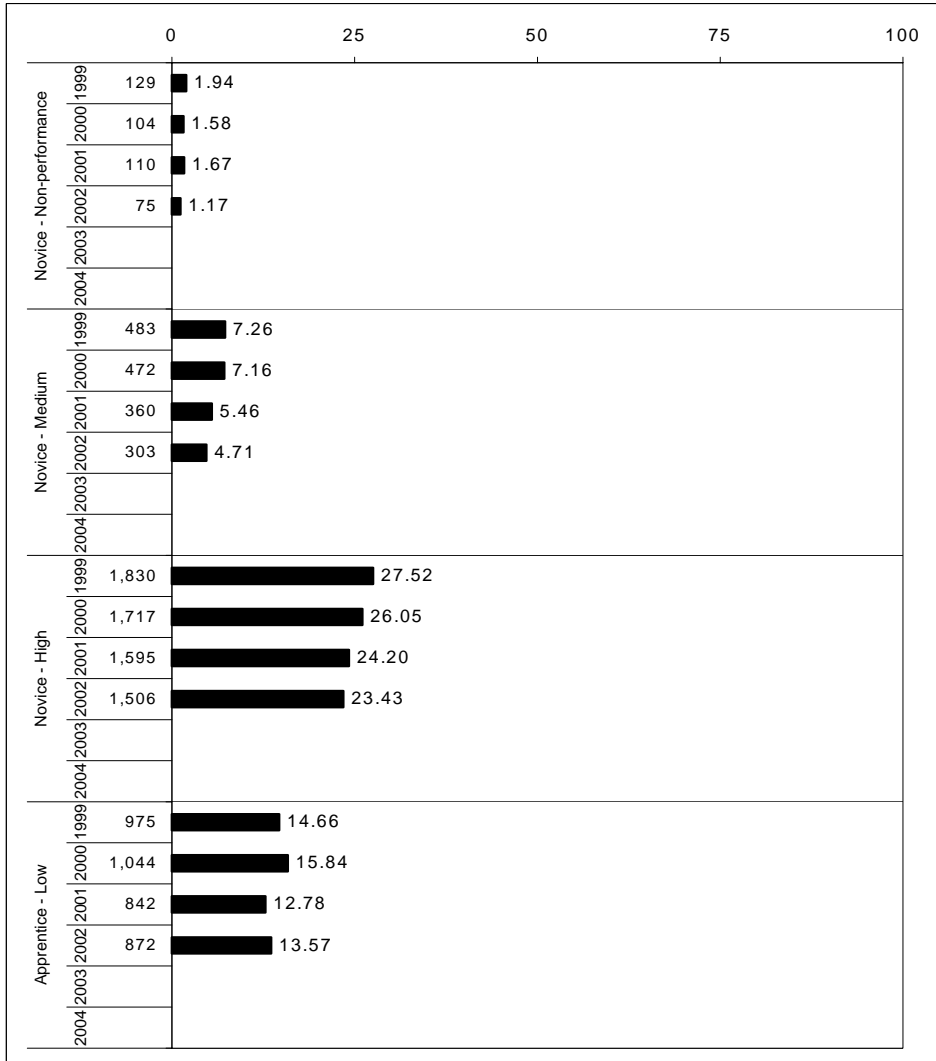
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							719	10%	533 (1.0)	8,226	17%	530 (0.3)
Not Participating							6,200	90%	489 (0.5)	40,630	83%	497 (0.2)
<i>Gap Participating vs Non-Participating</i>									44*			33*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							3,456	50%	478 (0.7)	22,205	45%	491 (0.2)
Not Approved (includes not coded)							3,463	50%	508 (0.6)	26,651	55%	512 (0.2)
<i>Gap Approved vs Not Approved</i>									-30*			-21*
Disability Status												
Students without Disabilities (includes not coded)							6,166	89%	498 (0.5)	43,093	88%	506 (0.1)
Students with Disabilities							753	11%	455 (1.6)	5,763	12%	472 (0.5)
Tested with Accommodations							347	5%	455 (2.0)	4,117	8%	471 (0.6)
Tested without Accommodations							406	6%	456 (2.3)	1,646	3%	473 (1.1)
<i>Gap With vs Without</i>									-43*			-34*
Alternate Portfolio							76	1%		410	1%	
Exemptions (On-Demand)												
Medical							28			146		
LEP							83			206		
Other							1			13		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 08



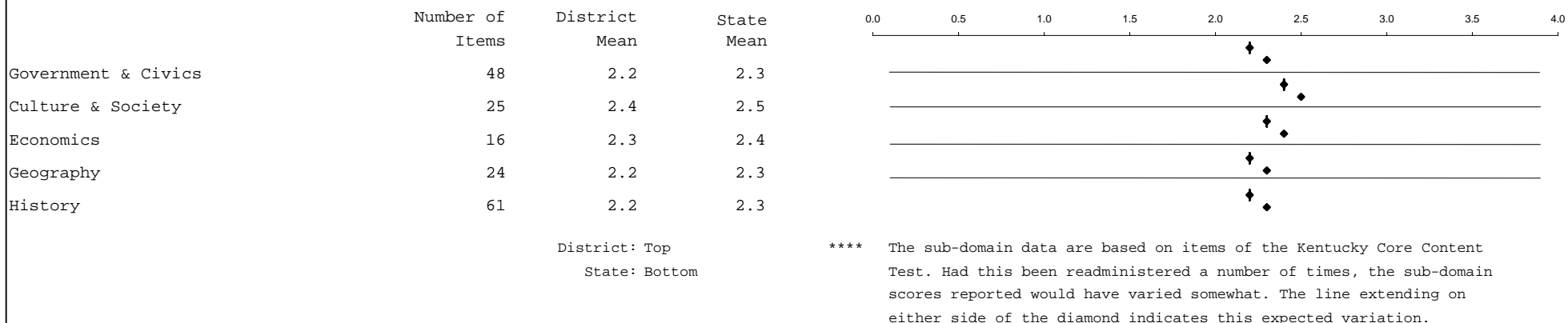
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 08

SOCIAL STUDIES SUB-DOMAIN MEAN SCORES



SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 08

OPEN RESPONSE	No. Items	REGION										STATE									School -State Mean
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Government & Civics	10	10,425	1	6	18	41	27	6	2.1	0.0	77,741	1	5	17	41	28	8	2.2	-0.1		
1.1.x - People Form Governments	3	3,142	1	9	21	38	25	6	1.9	0.0	23,418	1	7	19	39	27	7	2.1	-0.2		
1.2.x - Limited and Shared Power	0	0									0										
1.3.x - Citizen:Rights/Responsib.	7	7,283	1	5	17	42	28	7	2.1	0.0	54,323	1	4	16	42	29	8	2.2	-0.1		
2.x.x - Culture & Society	6	6,252	2	7	18	39	27	6	2.0	0.0	46,831	1	5	17	41	29	8	2.2	-0.2		
2.1.x - Culture is a System	2	2,070	1	8	18	38	28	7	2.1	0.0	15,465	1	7	18	40	26	8	2.1	0.0		
2.2.x - Cultures Address Needs	2	2,070	2	10	22	34	24	7	1.9	0.0	15,465	1	7	21	37	26	9	2.1	-0.2		
2.3.x - Social Institutions	2	2,118	2	5	17	44	27	5	2.1	0.0	15,890	1	3	16	45	28	6	2.2	-0.1		
2.4.x - Social Interactions	2	2,096	1	2	12	42	35	8	2.3	0.0	15,685	1	1	10	42	37	9	2.4	-0.1		
3.x.x - Economics	4	4,153	1	4	18	42	28	7	2.1	0.0	30,938	1	3	16	41	31	8	2.2	-0.1		
3.1.x - Economic Problem:Scarcity	2	2,085	1	4	12	45	32	7	2.3	0.0	15,453	0	2	11	42	36	9	2.4	-0.1		
3.2.x - Economic Sys./Institutions	0	0									0										
3.3.x - Market/Goods/Services	1	1,041	1	4	20	40	28	6	2.1	0.0	7,749	0	4	19	39	31	7	2.2	-0.1		
3.4.x - Produce/Distribute/Consume	1	1,027	2	4	29	38	21	6	1.9	0.0	7,736	1	3	26	41	23	6	2.0	-0.1		
4.x.x - Geography	6	6,236	2	6	16	44	25	6	2.1	0.0	46,447	1	4	14	44	28	8	2.2	-0.1		
4.1.x - Earth's Surface Patterns	3	3,121	2	8	18	44	24	5	2.0	0.0	23,218	1	5	16	45	26	7	2.1	-0.1		
4.2.x - Human/Phys. Char./Regions	4	4,158	2	7	16	44	26	6	2.0	0.0	30,958	1	5	15	44	28	8	2.2	-0.2		
4.3.x - Humans/Move ... Interact	1	1,041	2	8	20	45	20	5	1.9	0.0	7,749	1	5	16	46	26	6	2.1	-0.2		
4.4.x - Human/Environ. Interaction	1	1,037	3	2	12	46	29	8	2.2	0.0	7,740	1	2	12	40	33	11	2.4	-0.2		
5.x.x - History	14	14,565	1	6	17	40	28	7	2.1	0.0	108,726	1	5	16	40	31	8	2.2	-0.1		
5.1.x - History/Interpretive	6	6,267	1	7	18	40	27	6	2.0	0.0	46,819	1	5	17	40	29	8	2.2	-0.2		
5.2.x - History of United States	8	8,349	2	7	20	40	25	6	2.0	0.0	62,287	1	5	18	40	28	8	2.1	-0.1		
5.3.x - World History	4	4,152	2	5	13	41	32	8	2.2	0.0	30,963	1	3	12	41	34	9	2.3	-0.1		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 08

MULTIPLE CHOICE	No.	REGION						STATE					School -State
		No.	Percents				Std.	No.	Percents				
			Correct	Incorrect	Omit/Mult				Correct	Incorrect	Omit/Mult		
1.x.x - Government & Civics	38	44,781	63	37	0	0.63	0.00	334,329	66	34	0	0.66	-0.03
1.1.x - People Form Governments	18	21,855	64	36	0	0.64	0.00	163,302	67	33	0	0.67	-0.03
1.2.x - Limited and Shared Power	10	11,438	56	43	0	0.56	0.00	85,326	63	37	0	0.63	-0.07
1.3.x - Citizen:Rights/Responsib.	17	20,870	66	34	0	0.66	0.00	155,749	69	31	0	0.69	-0.03
2.x.x - Culture & Society	19	23,973	71	29	0	0.71	0.00	178,765	74	26	0	0.74	-0.03
2.1.x - Culture is a System	3	4,196	79	21	0	0.79	0.01	31,379	81	19	0	0.81	-0.02
2.2.x - Cultures Address Needs	6	8,319	77	23	0	0.77	0.00	62,088	80	20	0	0.80	-0.03
2.3.x - Social Institutions	3	3,127	55	45	0	0.55	0.01	23,177	57	43	0	0.57	-0.02
2.4.x - Social Interactions	7	8,331	67	33	0	0.67	0.01	62,121	69	31	0	0.69	-0.02
3.x.x - Economics	12	14,578	66	34	0	0.66	0.00	108,715	69	31	0	0.69	-0.03
3.1.x - Economic Problem:Scarcity	2	2,084	61	39	0	0.61	0.01	15,478	66	34	0	0.66	-0.05
3.2.x - Economic Sys./Institutions	3	3,111	62	38	0	0.62	0.01	23,214	67	33	0	0.67	-0.05
3.3.x - Market/Goods/Services	4	6,282	73	27	0	0.73	0.01	46,807	76	24	0	0.76	-0.03
3.4.x - Produce/Distribute/Consume	3	3,101	59	41	0	0.59	0.01	23,216	61	39	0	0.61	-0.02
4.x.x - Geography	18	23,958	65	35	0	0.65	0.00	178,747	69	31	0	0.69	-0.04
4.1.x - Earth's Surface Patterns	3	3,120	60	40	0	0.60	0.01	23,213	65	35	0	0.65	-0.05
4.2.x - Human/Phys. Char./Regions	6	7,313	56	44	0	0.56	0.01	54,552	60	40	0	0.60	-0.04
4.3.x - Humans/Move ... Interact	8	9,353	66	34	0	0.66	0.00	69,873	69	31	0	0.69	-0.03
4.4.x - Human/Environ. Interaction	10	14,612	64	36	0	0.64	0.00	109,091	69	31	0	0.69	-0.05
5.x.x - History	47	58,354	61	39	0	0.61	0.00	435,483	65	35	0	0.65	-0.04
5.1.x - History/Interpretive	13	16,620	56	44	0	0.56	0.00	124,233	59	41	0	0.59	-0.03
5.2.x - History of United States	27	33,353	64	36	0	0.64	0.00	248,748	67	33	0	0.67	-0.03
5.3.x - World History	18	20,837	59	41	0	0.59	0.00	155,565	62	38	0	0.62	-0.03



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 08

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	118	2%	(1%)	1,795	28%	(23%)	3,410	54%	(57%)	859	14%	(18%)	169	3%	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	115	2%	(1%)	593	9%	(8%)	4,316	68%	(69%)	1,148	18%	(20%)	179	3%	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	194	3%	(2%)	304	5%	(4%)	1,490	23%	(21%)	4,174	66%	(71%)	189	3%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 do you read from a textbook	130	2%	(2%)	948	15%	(13%)	565	9%	(8%)	1,658	26%	(27%)	2,890	46%	(49%)
40 do you work on worksheets	136	2%	(2%)	1,088	17%	(16%)	845	13%	(15%)	2,172	34%	(37%)	1,952	31%	(29%)
41 do you use materials other than a textbook or worksheets	655	10%	(10%)	2,223	35%	(36%)	1,331	21%	(22%)	1,321	21%	(20%)	659	10%	(10%)
42 do you work with other students in pairs, small groups or teams	362	6%	(8%)	2,373	37%	(43%)	1,369	22%	(21%)	1,410	22%	(19%)	669	11%	(8%)
43 do you discuss current issues or topics	292	5%	(4%)	1,273	20%	(17%)	1,258	20%	(18%)	1,861	29%	(28%)	1,490	23%	(32%)
44 is instruction organized around essential questions	367	6%	(5%)	1,125	18%	(17%)	1,226	19%	(19%)	1,895	30%	(30%)	1,545	24%	(26%)
45 does your teacher give you a scoring guide for your work before you begin the assignment	1,512	24%	(25%)	2,000	31%	(33%)	923	15%	(14%)	937	15%	(14%)	796	13%	(12%)
46 do you answer open-response items	409	6%	(6%)	3,322	52%	(46%)	1,148	18%	(21%)	860	14%	(16%)	446	7%	(9%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

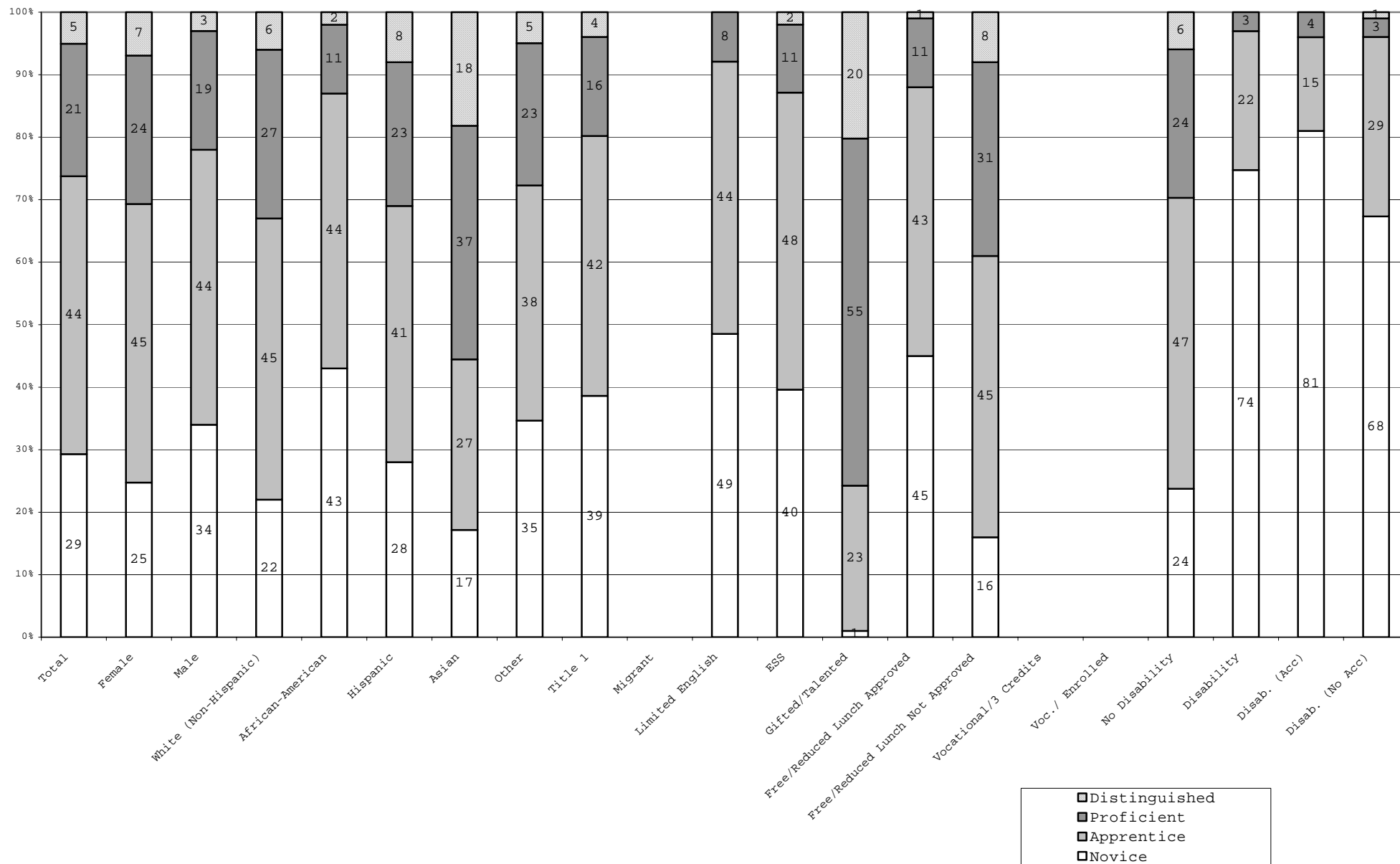
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Run Date: 05/07/2003

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES DISAGGREGATION
Performance Level Percents

District: REGION 3
Code: 903
Grade: 08

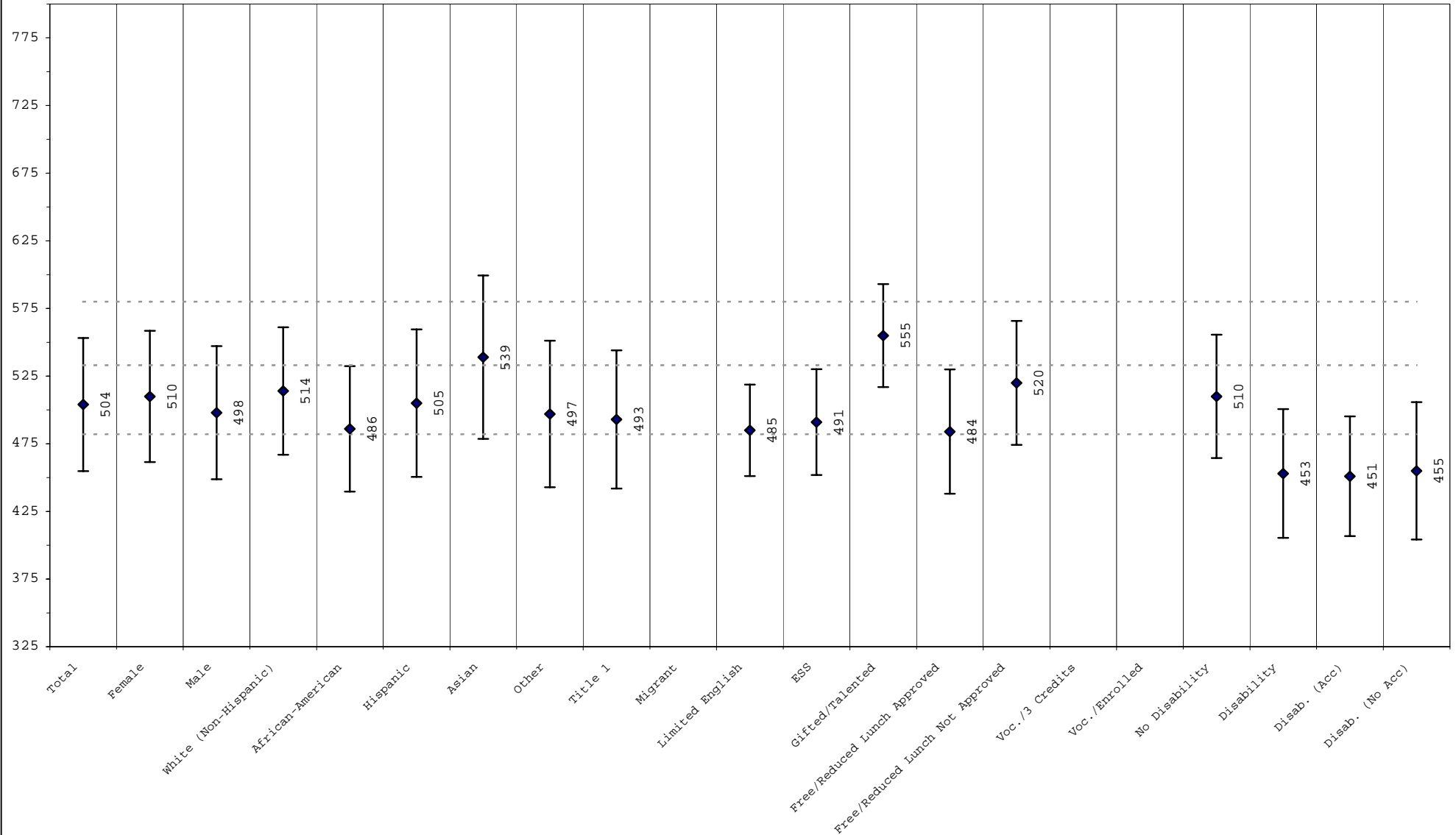


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SOCIAL STUDIES

District: REGION 3
 Code: 903
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: REGION 3
 Code: 903
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							6,351		504 (0.6)	46,957		513 (0.2)
Gender:												
Female							3,164	50%	510 (0.9)	22,893	49%	520 (0.3)
Male							3,187	50%	498 (0.9)	24,042	51%	506 (0.3)
Gap Female vs Male									12*			14*
Ethnicity												
White (Non-Hispanic)							3,868	61%	514 (0.8)	40,780	87%	516 (0.2)
African-American							2,230	35%	486 (1.0)	4,723	10%	490 (0.7)
Hispanic							83	1%	505 (6.0)	453	1%	504 (2.2)
Asian							99	2%	539 (6.1)	311	1%	542 (3.5)
Other							66	1%	497 (6.7)	547	1%	509 (2.0)
Gap White vs African American									28*			26*
Gap White vs Hispanic									9			12*
Gap White vs Asian									-25*			-26*
Gap White vs Other									17*			7*
Title I												
Participating Students							2,702	43%	493 (1.0)	21,583	46%	506 (0.3)
Not Participating							3,649	57%	512 (0.8)	25,374	54%	519 (0.3)
Gap Participating vs Non-Participating									-19*			-13*
Migrant Program												
Participating Students							2			449	1%	492 (2.0)
Not Participating							6,349	100%	504 (0.6)	46,508	99%	513 (0.2)
Gap Participating vs Non-Participating												-21*
Limited English Proficiency												
Participating Students							39	1%	485 (5.4)	118		477 (4.5)
Not Participating							6,312	99%	504 (0.6)	46,839	100%	513 (0.2)
Gap Participating vs Non-Participating									-19*			-36*
Extended School Services												
Participating Students							926	15%	491 (1.3)	7,703	16%	504 (0.5)
Not Participating							5,425	85%	506 (0.7)	39,254	84%	515 (0.2)
Gap Participating vs Non-Participating									-15*			-11*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: REGION 3
 Code: 903
 Grade: 08

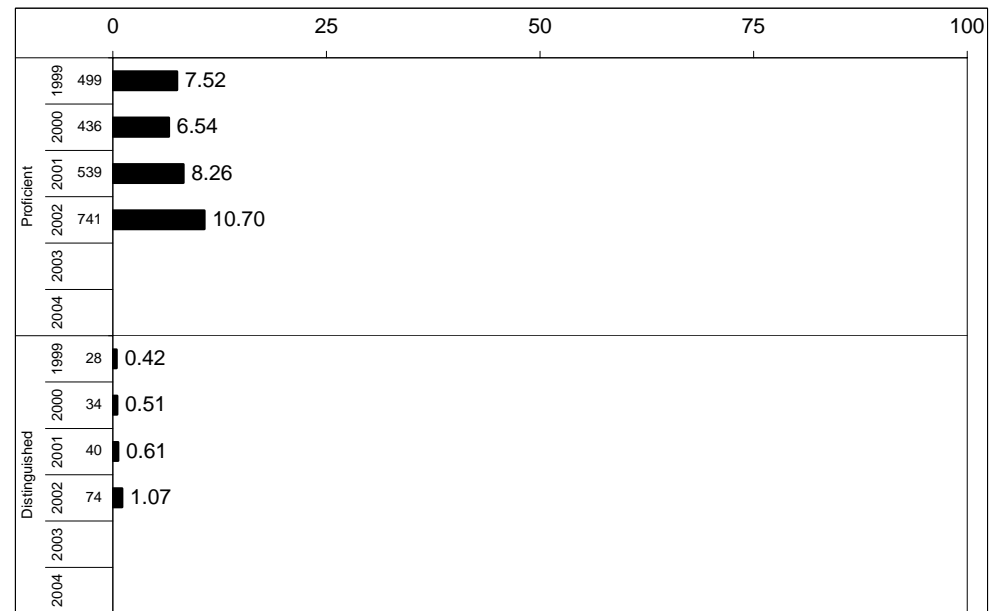
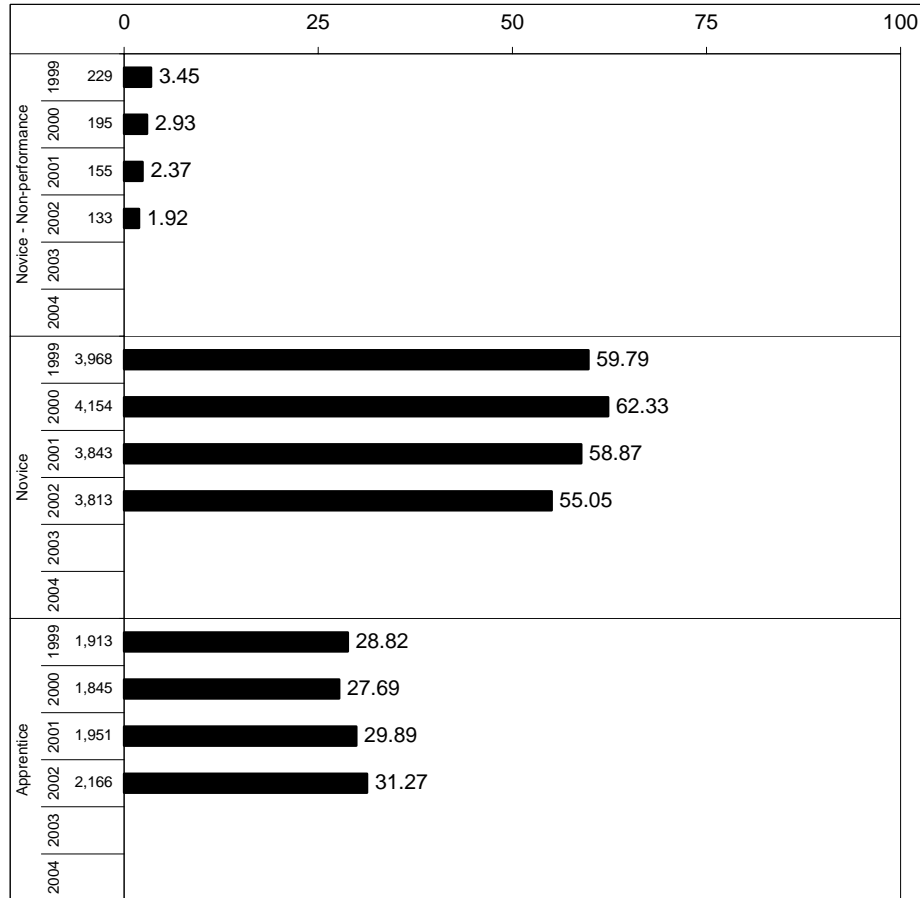
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							873	14%	555 (1.3)	8,093	17%	556 (0.5)
Not Participating							5,478	86%	496 (0.6)	38,864	83%	504 (0.2)
<i>Gap Participating vs Non-Participating</i>									59*			52*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,886	45%	484 (0.9)	20,016	43%	495 (0.3)
Not Approved (includes not coded)							3,465	55%	520 (0.8)	26,941	57%	526 (0.3)
<i>Gap Approved vs Not Approved</i>									-36*			-31*
Disability Status												
Students without Disabilities (includes not coded)							5,658	89%	510 (0.6)	41,500	88%	519 (0.2)
Students with Disabilities							693	11%	453 (1.8)	5,457	12%	464 (0.6)
Tested with Accommodations							348	5%	451 (2.4)	3,701	8%	461 (0.6)
Tested without Accommodations							345	5%	455 (2.7)	1,756	4%	472 (1.1)
<i>Gap With vs Without</i>									-57*			-55*
Alternate Portfolio							76	1%		410	1%	
Exemptions (On-Demand)												
Medical							16			139		
LEP							76			186		
Other							3			4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 07

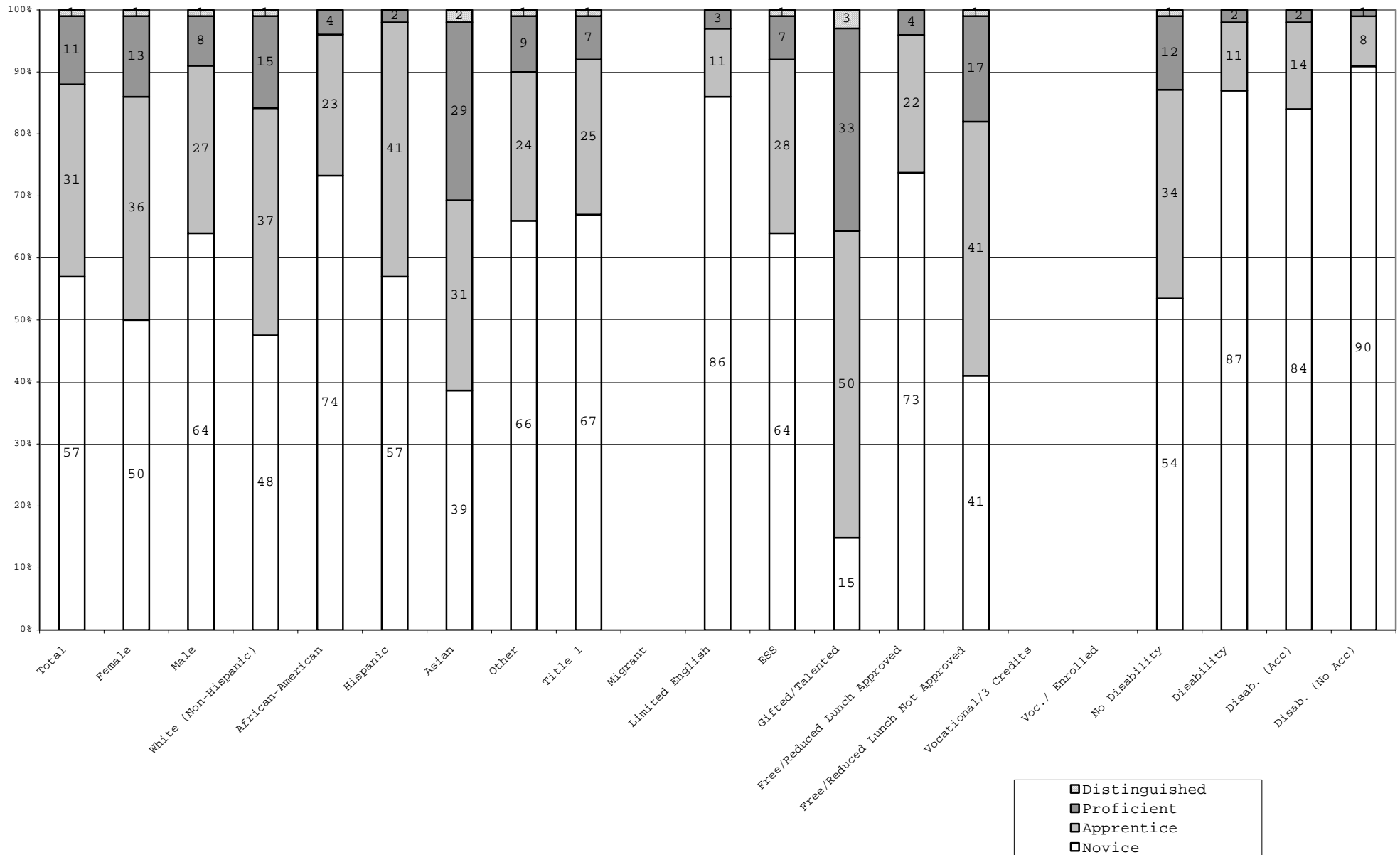


Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO DISAGGREGATION
Performance Level Percents

District: REGION 3
 Code: 903
 Grade: 07



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
WRITING PORTFOLIO

District: REGION 3
 Code: 903
 Grade: 07

	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total					6,851		48,361	
Gender:								
Female					3,366	49	23,415	48
Male					3,484	51	24,917	52
Ethnicity								
White (Non-Hispanic)					4,101	60	41,712	86
African-American					2,474	36	5,061	10
Hispanic					86	1	439	1
Asian					98	1	317	1
Other					88	1	596	1
Title I					3,045	44	22,622	47
Migrant Program					3		541	1
Limited English Proficiency					35	1	118	
Extended School Services					1,478	22	9,942	21
Gifted and Talented Program					720	11	8,218	17
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals					3,432	50	21,952	45
Not Approved (includes not coded)					3,419	50	26,409	55
Disability Status								
Students without Disabilities (includes not coded)					6,105	89	42,667	88
Students with Disabilities					746	11	5,694	12
Tested with Accommodations					343	5	4,069	8
Tested without Accommodations					403	6	1,625	3
Alternate Portfolio					76	1%	410	1%
Exemptions (Portfolio)								
Medical					8		53	
LEP					84		207	
Other					76		574	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.

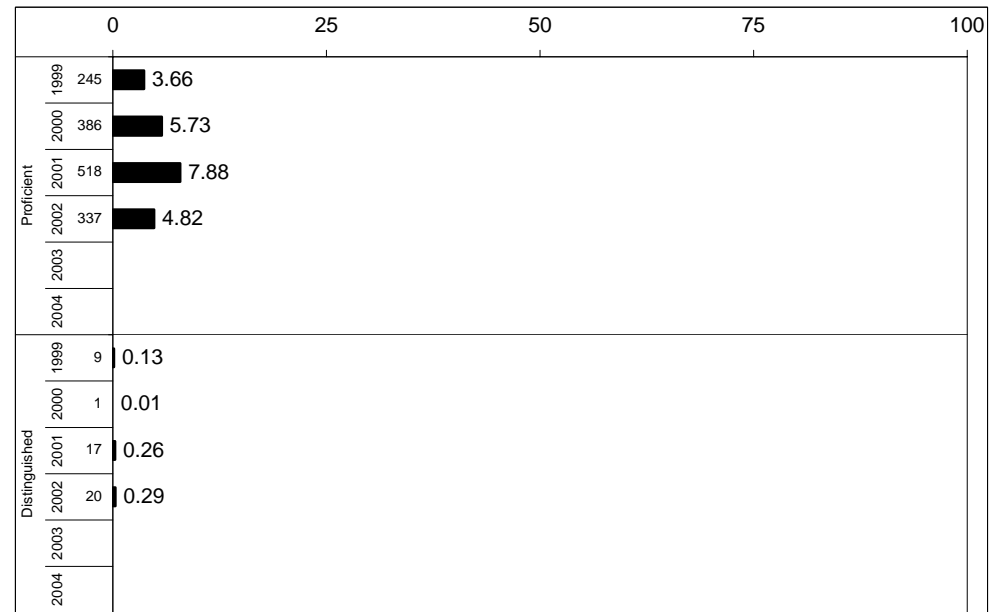
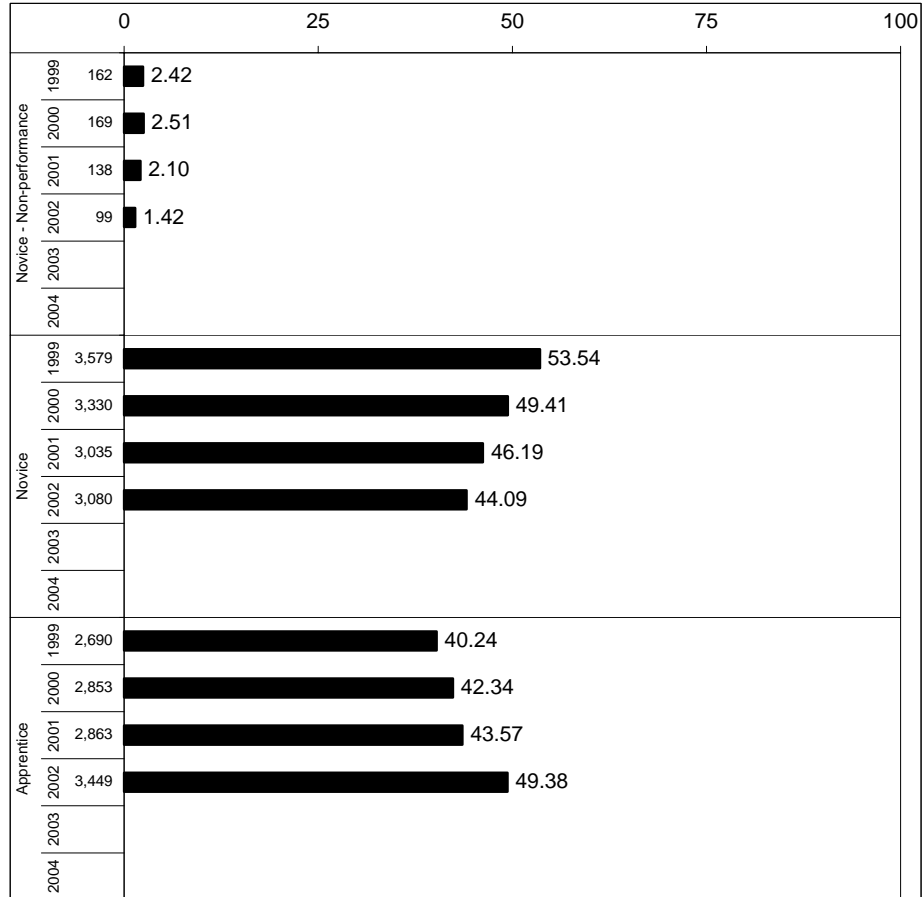


SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING TREND DATA
Number and Percent

District: REGION 3

Code: 903

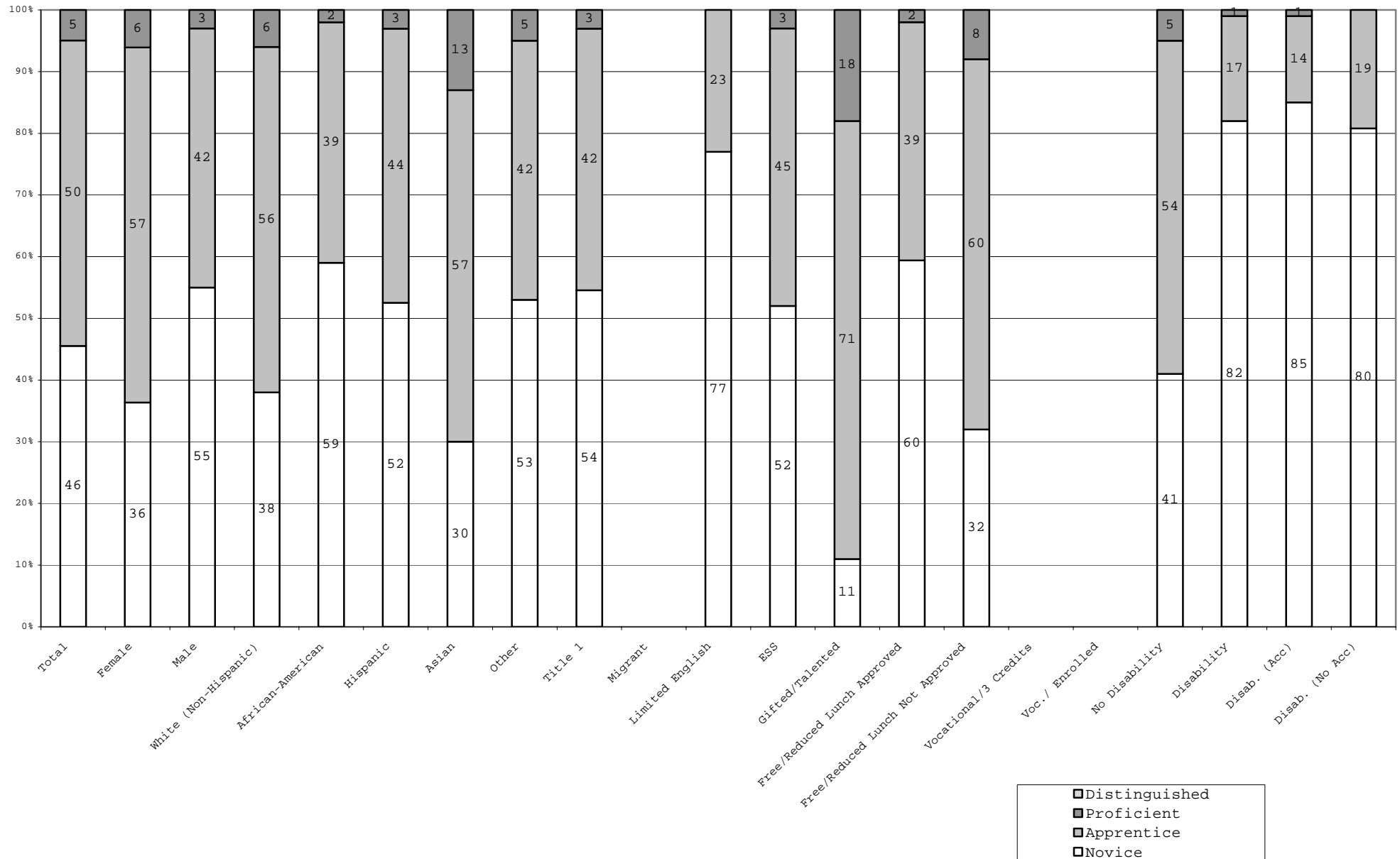
Grade: 07





SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING DISAGGREGATION
Performance Level Percents

District: REGION 3
 Code: 903
 Grade: 07



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
ON-DEMAND WRITING

District: REGION 3
 Code: 903
 Grade: 07

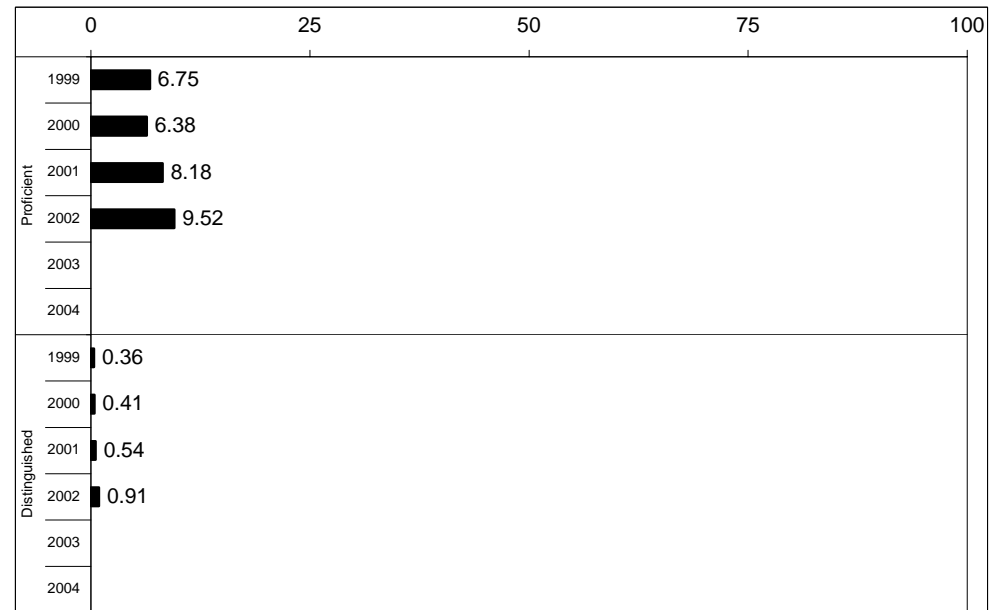
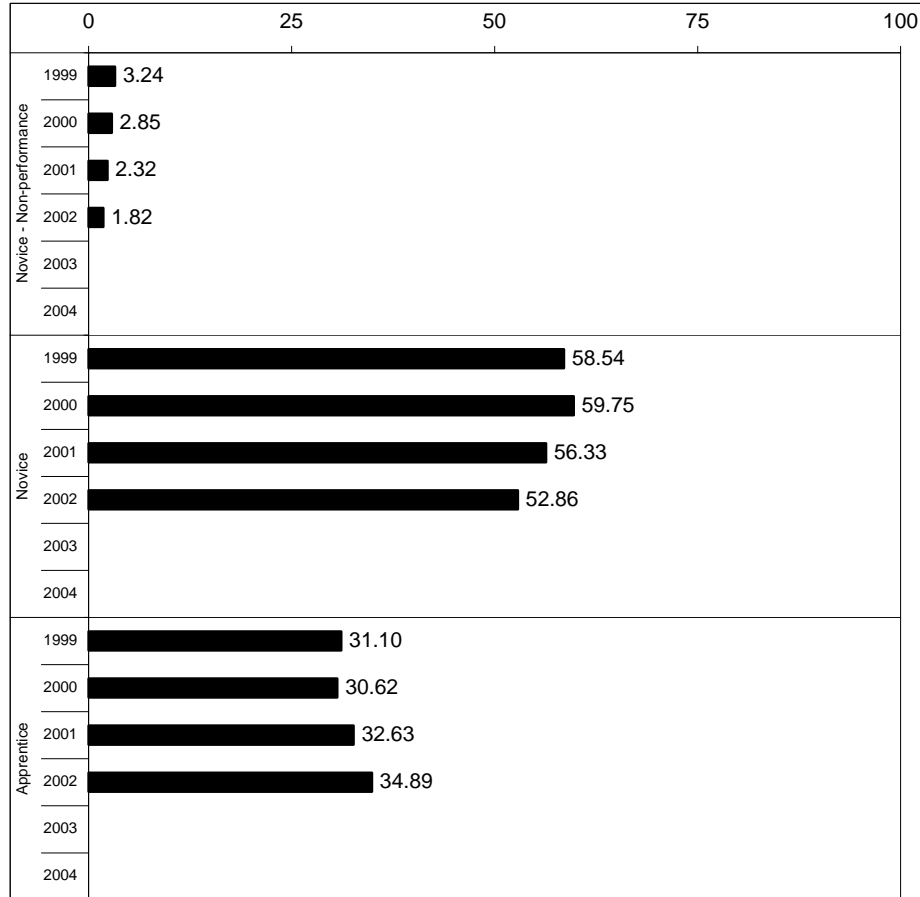
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total					6,919		48,856	
Gender:								
Female					3,385	49%	23,609	48%
Male					3,533	51%	25,213	52%
Ethnicity								
White (Non-Hispanic)					4,137	60%	42,088	86%
African-American					2,493	36%	5,129	10%
Hispanic					90	1%	449	1%
Asian					101	1%	327	1%
Other					93	1%	615	1%
Title I					3,063	44%	22,844	47%
Migrant Program					3		554	1%
Limited English Proficiency					35	1%	119	
Extended School Services					1,485	21%	9,973	20%
Gifted and Talented Program					719	10%	8,226	17%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals					3,456	50%	22,205	45%
Not Approved (includes not coded)					3,463	50%	26,651	55%
Disability Status								
Students without Disabilities (includes not coded)					6,166	89%	43,093	88%
Students with Disabilities					753	11%	5,763	12%
Tested with Accommodations					347	5%	4,117	8%
Tested without Accommodations					406	6%	1,646	3%
Alternate Portfolio					76	1%	410	1%
Exemptions (On-Demand)								
Medical					28		146	
LEP					83		206	
Other					1		13	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
TOTAL WRITING TREND DATA
Percent

District: REGION 3
 Code: 903
 Grade: 07





SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 07

		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
01 How well do you think you did on this test		42	1%	(1%)	169	2%	(2%)	3,694	53%	(58%)	2,022	29%	(30%)	982	14%	(8%)
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
02 How hard did you try on this test		75	1%	(1%)	131	2%	(2%)	1,059	15%	(15%)	4,646	67%	(74%)	998	14%	(8%)
		<u>Sometimes but</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
03 How often have you written in the forms (for example,letter,article,editorial) asked for on the On-Demand section of this test		230	3%	(3%)	3,181	46%	(47%)	950	14%	(16%)	1,070	15%	(17%)	456	7%	(8%)
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
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		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
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		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
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		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
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		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>		
		<u>Never</u>			<u>Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u> </		

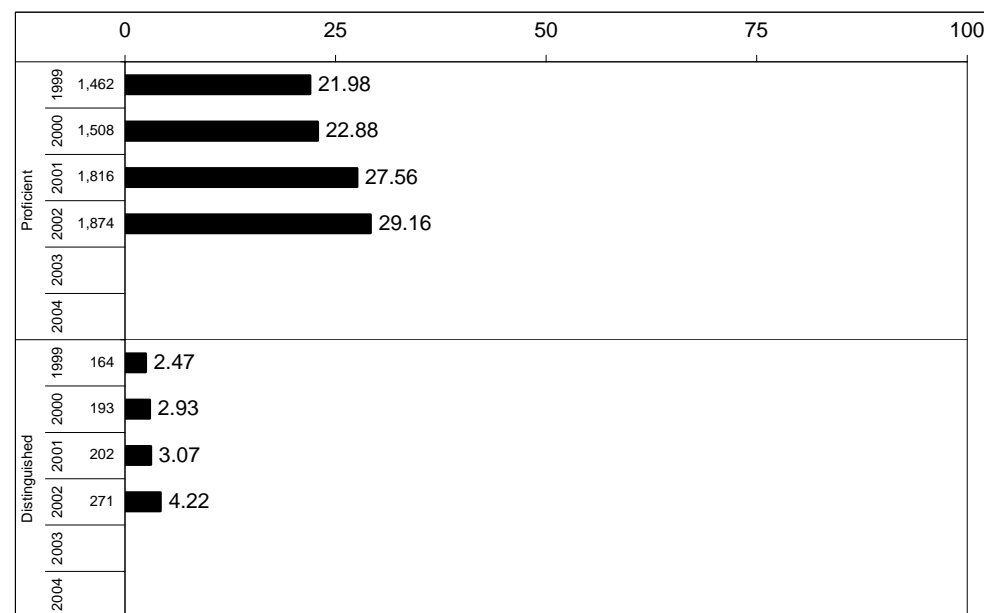
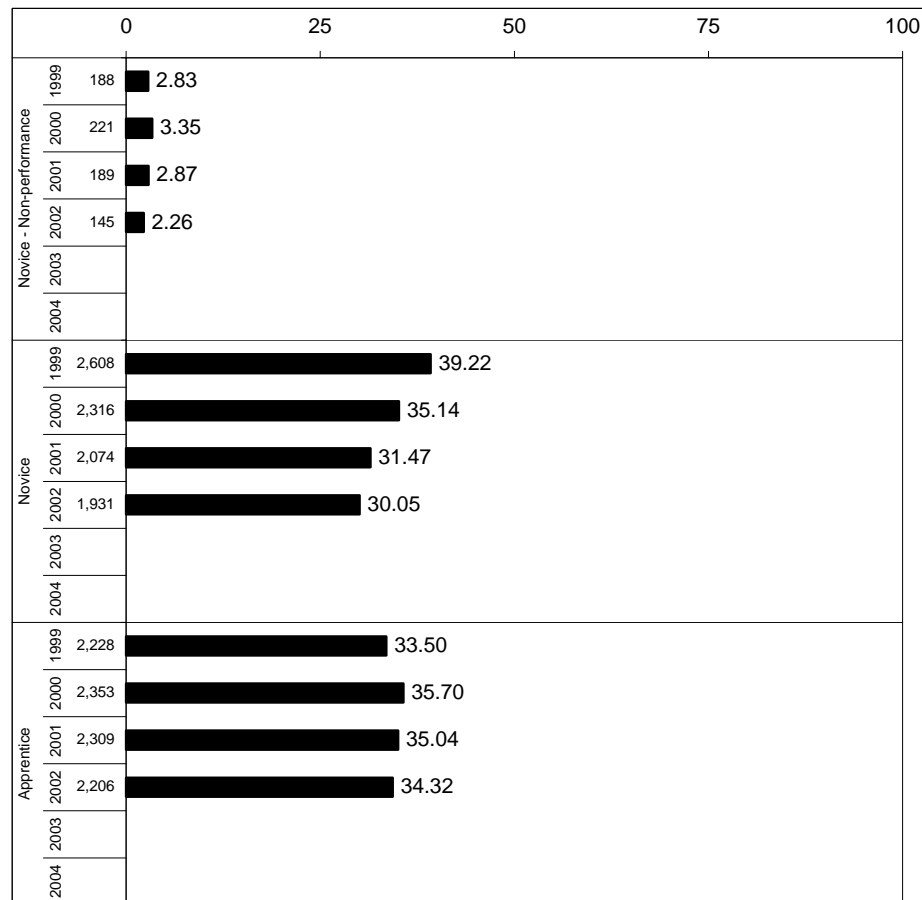
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 08

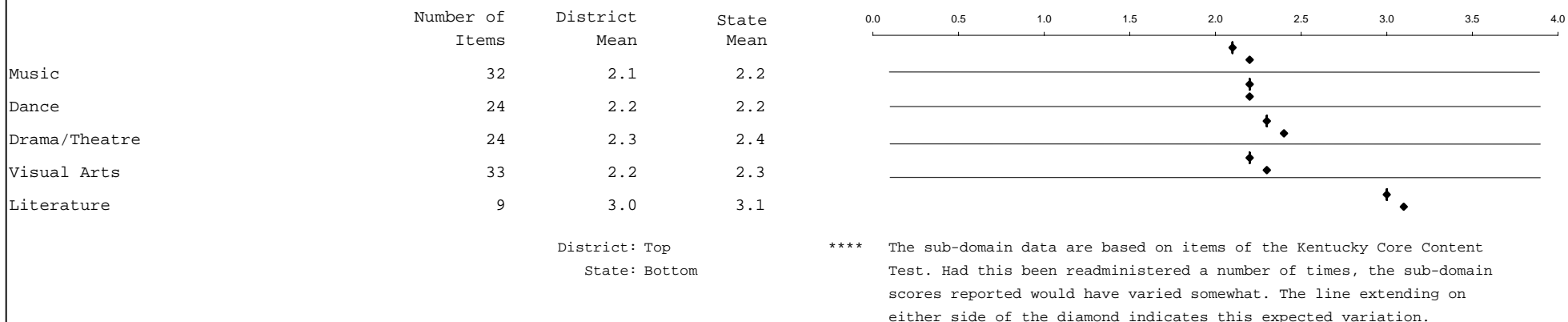




SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 08

ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES



SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 08

OPEN RESPONSE	No. Items	No. Observations	REGION								STATE								School -State Mean	
			Percents								Percents									
	B	0	1	2	3	4	Mean	Std. Err.	No. Observations	B	0	1	2	3	4	Mean				
1.x.x - Music	7	3,645	2	6	19	40	26	7	2.1	0.0	27,245	1	4	18	41	28	8	2.2	-0.1	
2.x.x - Dance	5	2,622	2	8	20	41	25	5	2.0	0.0	19,562	1	8	20	40	25	6	2.0	0.0	
3.x.x - Drama/Theatre	5	2,591	1	6	16	43	27	7	2.1	0.0	19,332	1	4	17	43	27	8	2.2	-0.1	
4.x.x - Visual Arts	8	4,147	1	7	22	42	22	6	2.0	0.0	30,940	1	5	22	43	24	6	2.0	0.0	
5.x.x - Literature	0	0									0									
MULTIPLE CHOICE																				
			Correct	Incorrect	Omit/Mult						Correct	Incorrect	Omit/Mult							
	1.x.x - Music	25	13,020	52	48	0	0.52	0.00	97,091	57	43	0	0.57	-0.05						
2.x.x - Dance	19	9,894	61	39	0	0.61	0.00	73,915	65	36	0	0.64	-0.03							
3.x.x - Drama/Theatre	19	9,909	67	33	0	0.66	0.00	73,919	70	30	0	0.70	-0.04							
4.x.x - Visual Arts	25	13,017	64	36	0	0.64	0.00	97,125	68	32	0	0.68	-0.04							
5.x.x - Literature	9	4,673	75	25	0	0.75	0.01	34,818	77	23	0	0.77	-0.02							

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 08

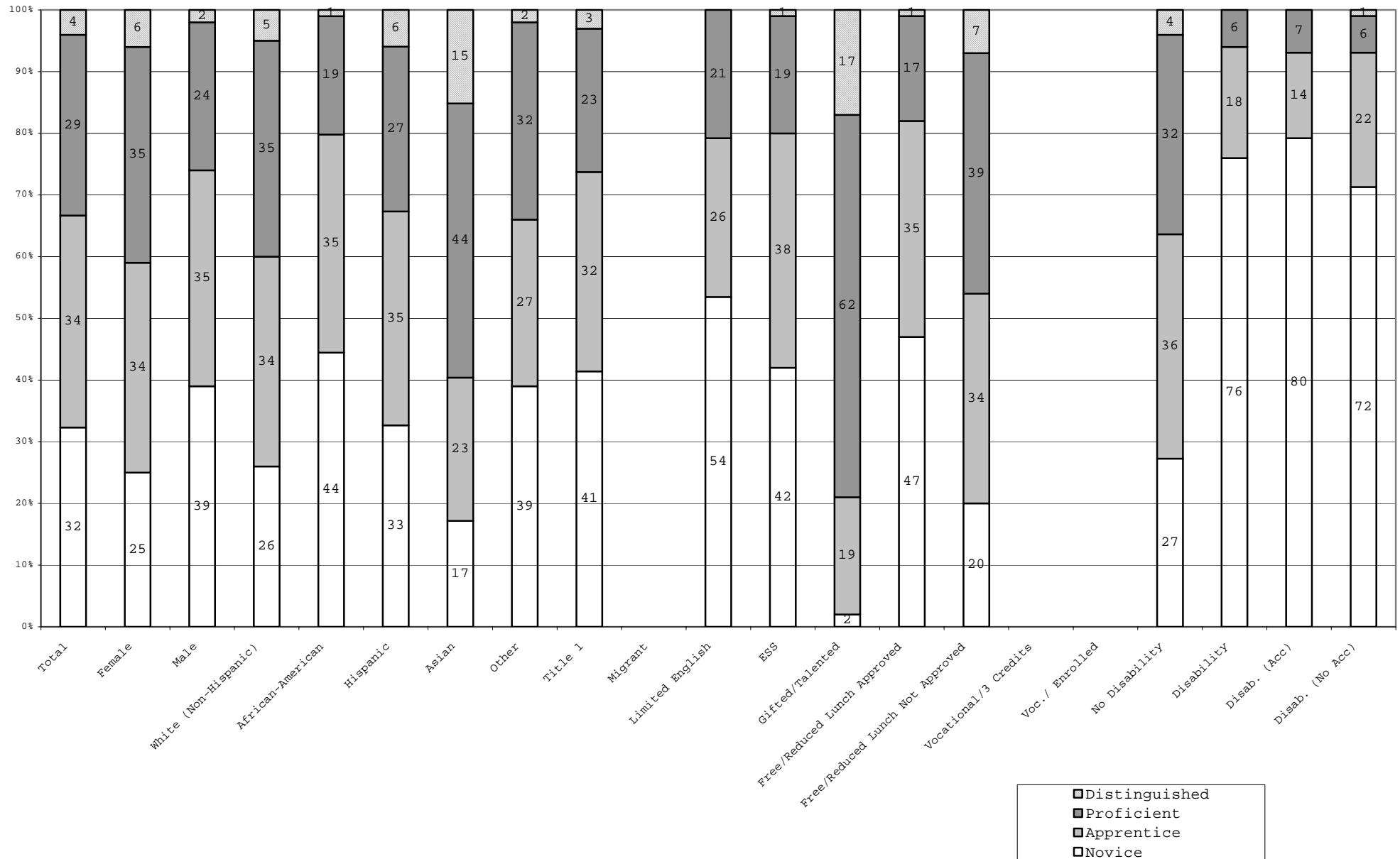
		<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>					
16 How many of the arts and humanities questions tested things you learned in school		579	9%	(7%)	3,181	50%	(44%)	1,982	31%	(38%)	452	7%	(10%)	157	2%	(1%)			
		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>					
17 How well do you think you did on this test		207	3%	(3%)	1,134	18%	(16%)	3,806	60%	(64%)	1,030	16%	(16%)	174	3%	(2%)			
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>					
18 How hard did you try on this test		162	3%	(2%)	360	6%	(5%)	1,368	22%	(20%)	4,291	68%	(72%)	170	3%	(1%)			
		<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>			<u>Invalid Response</u>		
19 During a typical school week, how much class time do you spend on arts and humanities		1,210	19%	(12%)	2,140	34%	(33%)	1,532	24%	(27%)	509	8%	(13%)	803	13%	(14%)	157	2%	(1%)
		<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>			<u>Invalid Response</u>		
20 How often do you complete written assignments about arts and humanities		1,496	24%	(19%)	2,595	41%	(42%)	869	14%	(16%)	792	12%	(15%)	434	7%	(7%)	165	3%	(1%)
		<u>YES</u>			<u>NO</u>			<u>Invalid Response</u>											
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music, visual arts and literature		3,802	60%	(67%)	2,215	35%	(30%)	334	5%	(3%)									

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES DISAGGREGATION
Performance Level Percents

District: REGION 3
Code: 903
Grade: 08

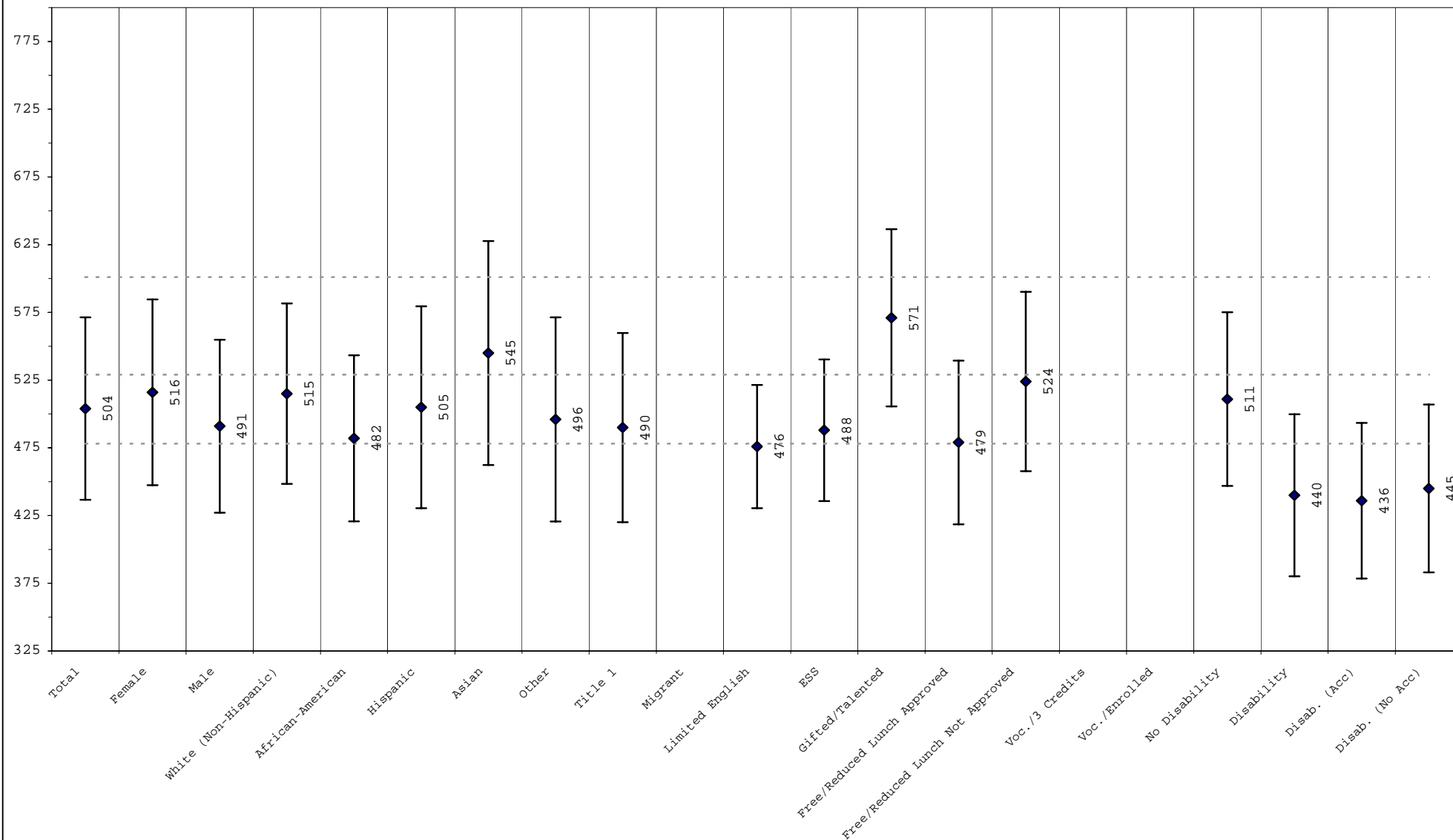


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
ARTS & HUMANITIES

District: REGION 3
 Code: 903
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: REGION 3
 Code: 903
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							6,351		504 (0.8)	46,957		513 (0.3)
Gender:												
Female							3,164	50%	516 (1.2)	22,893	49%	527 (0.4)
Male							3,187	50%	491 (1.1)	24,042	51%	499 (0.4)
Gap Female vs Male									25*			28*
Ethnicity												
White (Non-Hispanic)							3,868	61%	515 (1.1)	40,780	87%	516 (0.3)
African-American							2,230	35%	482 (1.3)	4,723	10%	487 (0.9)
Hispanic							83	1%	505 (8.2)	453	1%	503 (3.2)
Asian							99	2%	545 (8.3)	311	1%	550 (4.8)
Other							66	1%	496 (9.3)	547	1%	506 (2.9)
Gap White vs African American									33*			29*
Gap White vs Hispanic									10			13*
Gap White vs Asian									-30*			-34*
Gap White vs Other									19*			10*
Title I												
Participating Students							2,702	43%	490 (1.3)	21,583	46%	503 (0.4)
Not Participating							3,649	57%	513 (1.1)	25,374	54%	521 (0.4)
Gap Participating vs Non-Participating									-23*			-18*
Migrant Program												
Participating Students							2			449	1%	483 (2.7)
Not Participating							6,349	100%	504 (0.8)	46,508	99%	513 (0.3)
Gap Participating vs Non-Participating												-30*
Limited English Proficiency												
Participating Students							39	1%	476 (7.3)	118		467 (5.4)
Not Participating							6,312	99%	504 (0.8)	46,839	100%	513 (0.3)
Gap Participating vs Non-Participating									-28*			-46*
Extended School Services												
Participating Students							926	15%	488 (1.7)	7,703	16%	501 (0.6)
Not Participating							5,425	85%	506 (0.9)	39,254	84%	515 (0.3)
Gap Participating vs Non-Participating									-18*			-14*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: REGION 3
 Code: 903
 Grade: 08

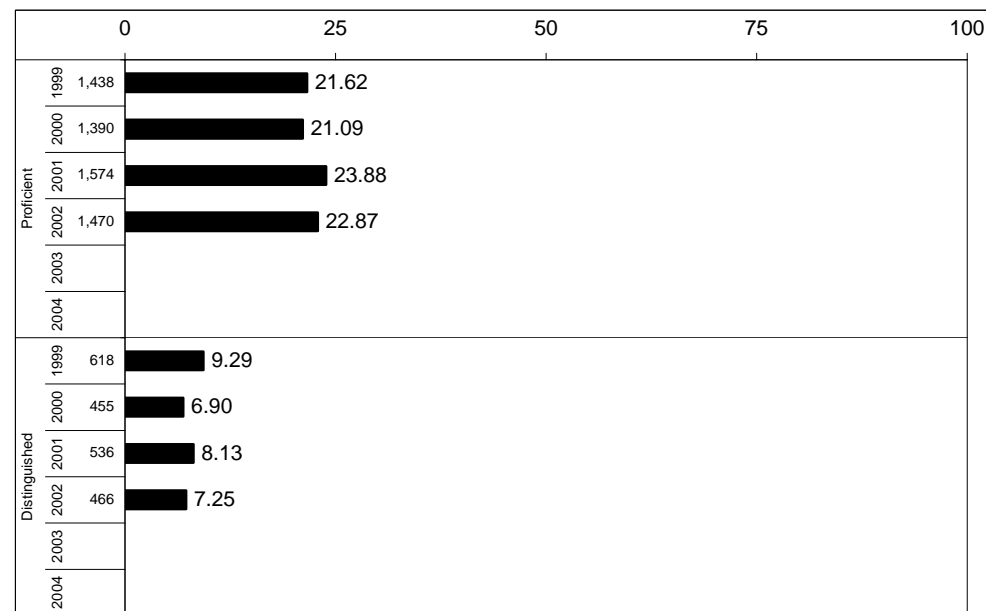
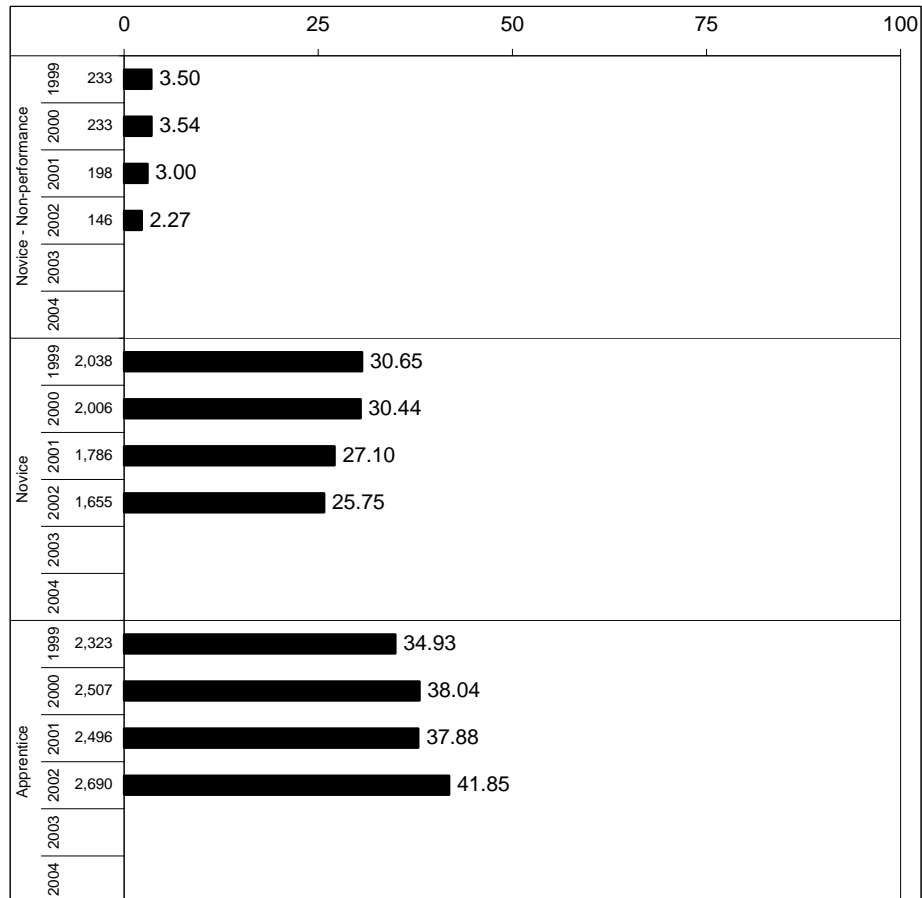
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							873	14%	571 (2.2)	8,093	17%	567 (0.8)
Not Participating							5,478	86%	493 (0.8)	38,864	83%	501 (0.3)
<i>Gap Participating vs Non-Participating</i>									78*			66*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,886	45%	479 (1.1)	20,016	43%	491 (0.4)
Not Approved (includes not coded)							3,465	55%	524 (1.1)	26,941	57%	529 (0.4)
<i>Gap Approved vs Not Approved</i>									-45*			-38*
Disability Status												
Students without Disabilities (includes not coded)							5,658	89%	511 (0.9)	41,500	88%	521 (0.3)
Students with Disabilities							693	11%	440 (2.3)	5,457	12%	452 (0.7)
Tested with Accommodations							348	5%	436 (3.1)	3,701	8%	448 (0.9)
Tested without Accommodations							345	5%	445 (3.3)	1,756	4%	461 (1.4)
<i>Gap With vs Without</i>									-71*			-69*
Alternate Portfolio							76	1%		410	1%	
Exemptions (On-Demand)												
Medical							16			139		
LEP							76			186		
Other							3			4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 08





SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 08

PL/VS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Health	47	2.2	2.3									
Physical Education	24	2.1	2.3									
Consumerism	17	2.1	2.3									
Jobs/Careers	37	2.2	2.4									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 08

OPEN RESPONSE	No.	REGION									STATE									School	
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations			B	0	1	2	3	4				
PRACTICAL LIVING																					
1.x.x - Health	9	4,668	2	4	20	41	26	7	2.1	0.0	34,811	1	4	18	41	28	8	2.2	-0.1		
2.x.x - Physical Education	5	2,625	1	6	25	39	23	6	2.0	0.0	19,548	1	5	22	39	26	8	2.1	-0.1		
3.x.x - Consumerism	4	2,068	2	5	21	41	25	6	2.0	0.0	15,433	1	4	18	43	27	8	2.2	-0.2		
VOCATIONAL STUDIES																					
4.x.x - Job/Career	8	4,180	2	4	20	44	25	6	2.1	0.0	31,179	1	3	18	44	27	7	2.1	0.0		
MULTIPLE CHOICE			Correct Incorrect Omit/Mult									Correct Incorrect Omit/Mult									
PRACTICAL LIVING																					
1.x.x - Health	38	19,773	63		37		0		0.63	0.00	147,608	67		33		0		0.67	-0.04		
2.x.x - Physical Education	19	9,898	61		39		0		0.61	0.00	73,887	64		36		0		0.64	-0.03		
3.x.x - Consumerism	13	6,763	61		39		0		0.61	0.01	50,494	64		36		0		0.64	-0.03		
VOCATIONAL STUDIES																					
4.x.x - Job/Career	29	15,108	63		37		0		0.63	0.00	112,552	68		32		0		0.67	-0.04		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 08

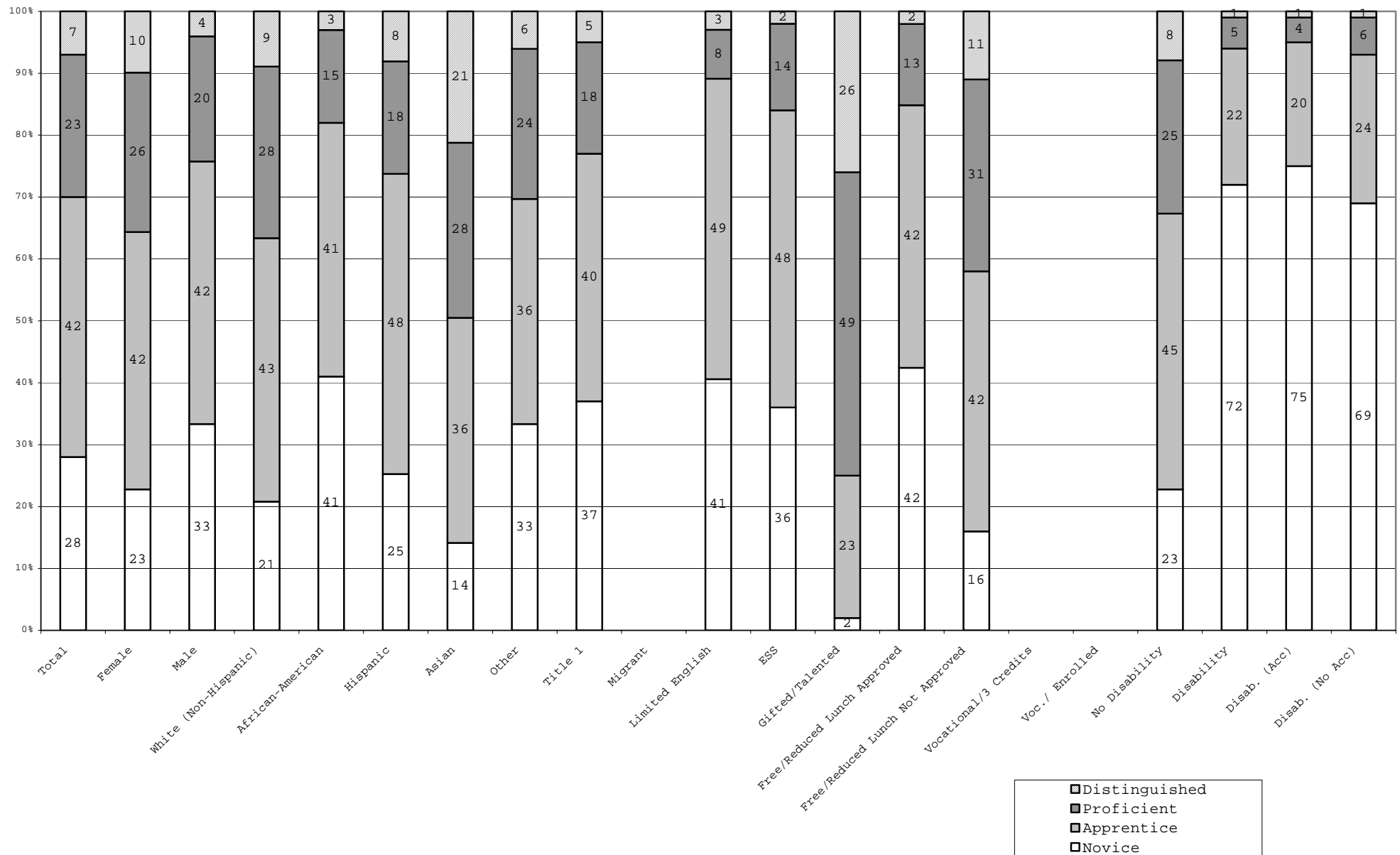
	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	530 8% (6%)	2,493 39% (34%)	2,271 36% (41%)	661 10% (14%)	396 6% (4%)
17 How well do you think you did on this test	I Did Very Poorly 120 2% (2%)	I Did Poorly 468 7% (6%)	I Did Well 3,605 57% (60%)	I Did Very Well 1,734 27% (27%)	Invalid Response 424 7% (4%)
18 How hard did you try on this test	I Did Not Try 162 3% (2%)	I Tried a Little 305 5% (4%)	I Tried a Lot 1,218 19% (18%)	I Tried Very Hard 4,250 67% (72%)	Invalid Response 416 7% (4%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs DISAGGREGATION
Performance Level Percents

District: REGION 3
Code: 903
Grade: 08

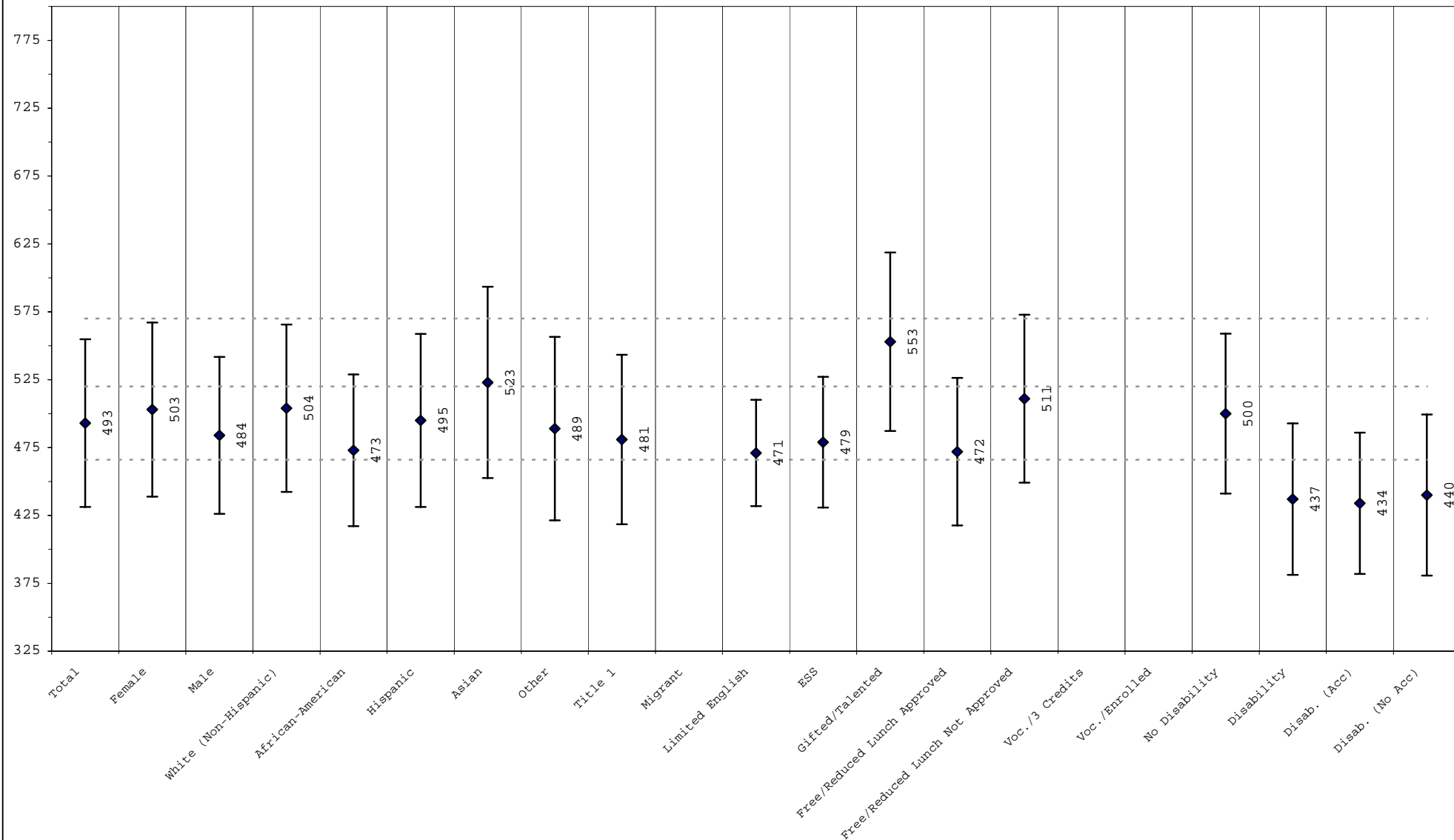


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
PL/VS

District: REGION 3
 Code: 903
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/VS

District: REGION 3
 Code: 903
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							6,351		493 (0.8)	46,957		503 (0.3)
Gender:												
Female							3,164	50%	503 (1.1)	22,893	49%	514 (0.4)
Male							3,187	50%	484 (1.0)	24,042	51%	493 (0.4)
Gap Female vs Male									19*			21*
Ethnicity												
White (Non-Hispanic)							3,868	61%	504 (1.0)	40,780	87%	506 (0.3)
African-American							2,230	35%	473 (1.2)	4,723	10%	478 (0.8)
Hispanic							83	1%	495 (7.0)	453	1%	492 (2.6)
Asian							99	2%	523 (7.1)	311	1%	531 (4.3)
Other							66	1%	489 (8.3)	547	1%	499 (2.4)
Gap White vs African American									31*			28*
Gap White vs Hispanic									9			14*
Gap White vs Asian									-19*			-25*
Gap White vs Other									15			7*
Title I												
Participating Students							2,702	43%	481 (1.2)	21,583	46%	495 (0.4)
Not Participating							3,649	57%	502 (1.0)	25,374	54%	510 (0.4)
Gap Participating vs Non-Participating									-21*			-15*
Migrant Program												
Participating Students							2			449	1%	480 (2.3)
Not Participating							6,349	100%	493 (0.8)	46,508	99%	503 (0.3)
Gap Participating vs Non-Participating												-23*
Limited English Proficiency												
Participating Students							39	1%	471 (6.3)	118		468 (5.5)
Not Participating							6,312	99%	493 (0.8)	46,839	100%	503 (0.3)
Gap Participating vs Non-Participating									-22*			-35*
Extended School Services												
Participating Students							926	15%	479 (1.6)	7,703	16%	493 (0.6)
Not Participating							5,425	85%	496 (0.9)	39,254	84%	505 (0.3)
Gap Participating vs Non-Participating									-17*			-12*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/Vs

District: REGION 3
 Code: 903
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							873	14%	553 (2.2)	8,093	17%	550 (0.7)
Not Participating							5,478	86%	484 (0.7)	38,864	83%	494 (0.3)
<i>Gap Participating vs Non-Participating</i>									69*			56*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,886	45%	472 (1.0)	20,016	43%	484 (0.4)
Not Approved (includes not coded)							3,465	55%	511 (1.1)	26,941	57%	517 (0.4)
<i>Gap Approved vs Not Approved</i>									-39*			-33*
Disability Status												
Students without Disabilities (includes not coded)							5,658	89%	500 (0.8)	41,500	88%	510 (0.3)
Students with Disabilities							693	11%	437 (2.1)	5,457	12%	452 (0.7)
Tested with Accommodations							348	5%	434 (2.8)	3,701	8%	449 (0.8)
Tested without Accommodations							345	5%	440 (3.2)	1,756	4%	458 (1.3)
<i>Gap With vs Without</i>									-63*			-58*
Alternate Portfolio							76	1%		410	1%	
Exemptions (On-Demand)												
Medical							16			139		
LEP							76			186		
Other							3			4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NATIONAL NORM REFERENCED TEST (NRT)

District: REGION 3
 Code: 903
 Grade: 06

NRT Accountability Data by Year

Grade 6

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	6705	55	0.8	2139	31.9	1676	25.0	1427	21.3	1408	21.0
2000	6502	63	1.0	2007	30.9	1715	26.4	1336	20.5	1381	21.2
2001	6956	64	0.9	2161	31.1	1852	26.6	1395	20.1	1484	21.3
2002	7173	62	0.9	2200	30.7	1928	26.9	1454	20.3	1529	21.3
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NRT DATA DISAGGREGATION

District: REGION 3
 Code: 903
 Grade: 06

	Number of Students	Pct. of Total	Reading		Language		Mathematics		Total Battery		Quartiles			
			NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	7,173		46.9	44	46.2	43	46.4	43	46.1	43	31%	27%	20%	21%
Gender:														
Female	3,479	49%	49.5	49	49.4	49	47.6	46	48.7	48	26%	28%	23%	23%
Male	3,679	51%	44.6	40	43.3	38	45.3	41	43.7	38	37%	26%	18%	20%
(Not Coded)	15													
Ethnicity														
White (Non-Hispanic)	4,306	60%	52.3	54	51.4	53	52.6	55	52.3	54	22%	24%	23%	31%
African-American	2,602	36%	38.2	29	37.6	28	36	25	35.8	25	48%	31%	15%	6%
Hispanic	112	2%	43.1	37	42.5	36	44.6	40	43	37	32%	38%	20%	10%
Asian	74	1%	47.3	45	49.9	50	51.2	52	49.5	49	26%	30%	18%	27%
Other	70	1%	47.1	45	50	50	48.3	47	48.5	47	31%	19%	26%	24%
(Not Coded)	9													
Served by Title I	3,012	42%	42	35	41.2	34	40.5	33	40.2	32	42%	28%	15%	14%
Served by Migrant Program	6													
Students with Limited English Proficiency	30		35.7	25	35.3	24	36.7	26	34.7	23	57%	30%	3%	10%
Served by Extended School Services	1,308	18%	40.5	33	40.1	32	39	30	38.7	30	43%	33%	15%	9%
Served by Gifted and Talented Program	743	10%	69.5	82	69.5	82	73.4	87	73.4	87	3%	5%	19%	73%
Free and Reduced Lunch Program														
Approved for Free/Reduced Priced Meals	3,814	53%	39.1	30	38.6	29	37.6	28	37.1	27	46%	31%	15%	8%
Not Approved (includes not coded)	3,359	47%	55.8	61	54.9	59	56.4	62	56.4	62	15%	23%	26%	36%
Disability Status														
Students without Disabilities (includes not coded)	6,373	89%	49.2	49	48.5	47	49	48	48.8	48	26%	28%	22%	24%
Students with Disabilities	800	11%	28.6	16	28.2	15	25.7	12	24.7	12	73%	19%	6%	2%
Tested with Accommodations	471	7%	27.9	15	26.4	13	23.8	11	23	10	77%	17%	5%	1%
Tested without Accommodations	329	5%	29.6	17	30.7	18	28.4	15	27.1	14	67%	22%	8%	3%
Alternate Portfolio	72	1%												
	Number Exemptions:				Medical		LEP		Other					
			On-Demand		12		84							

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.

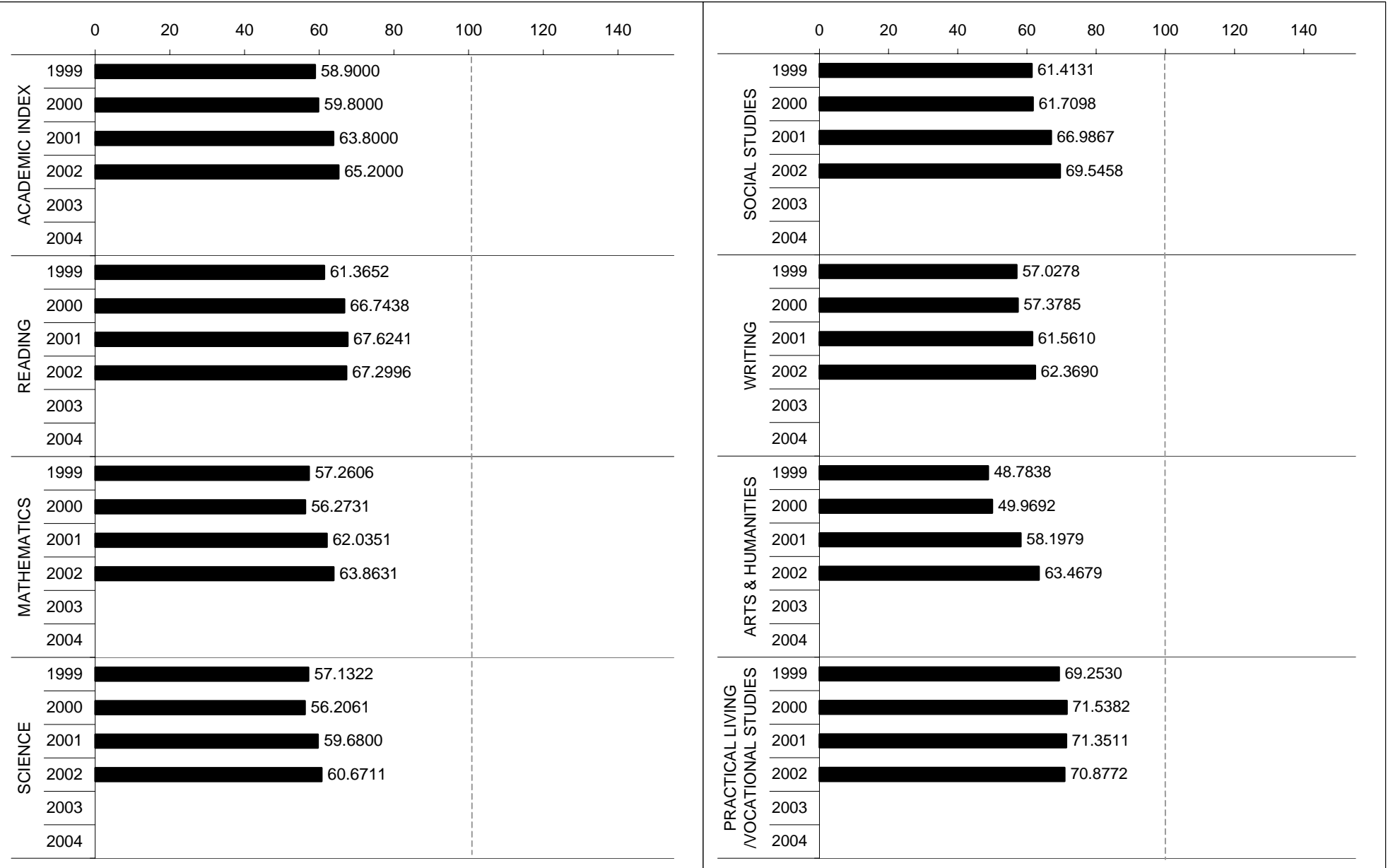


SPRING 2002
KENTUCKY PERFORMANCE REPORT
CONTENT AREA INDEX TRENDS

District: REGION 3

Code: 903

Grade: 10/12

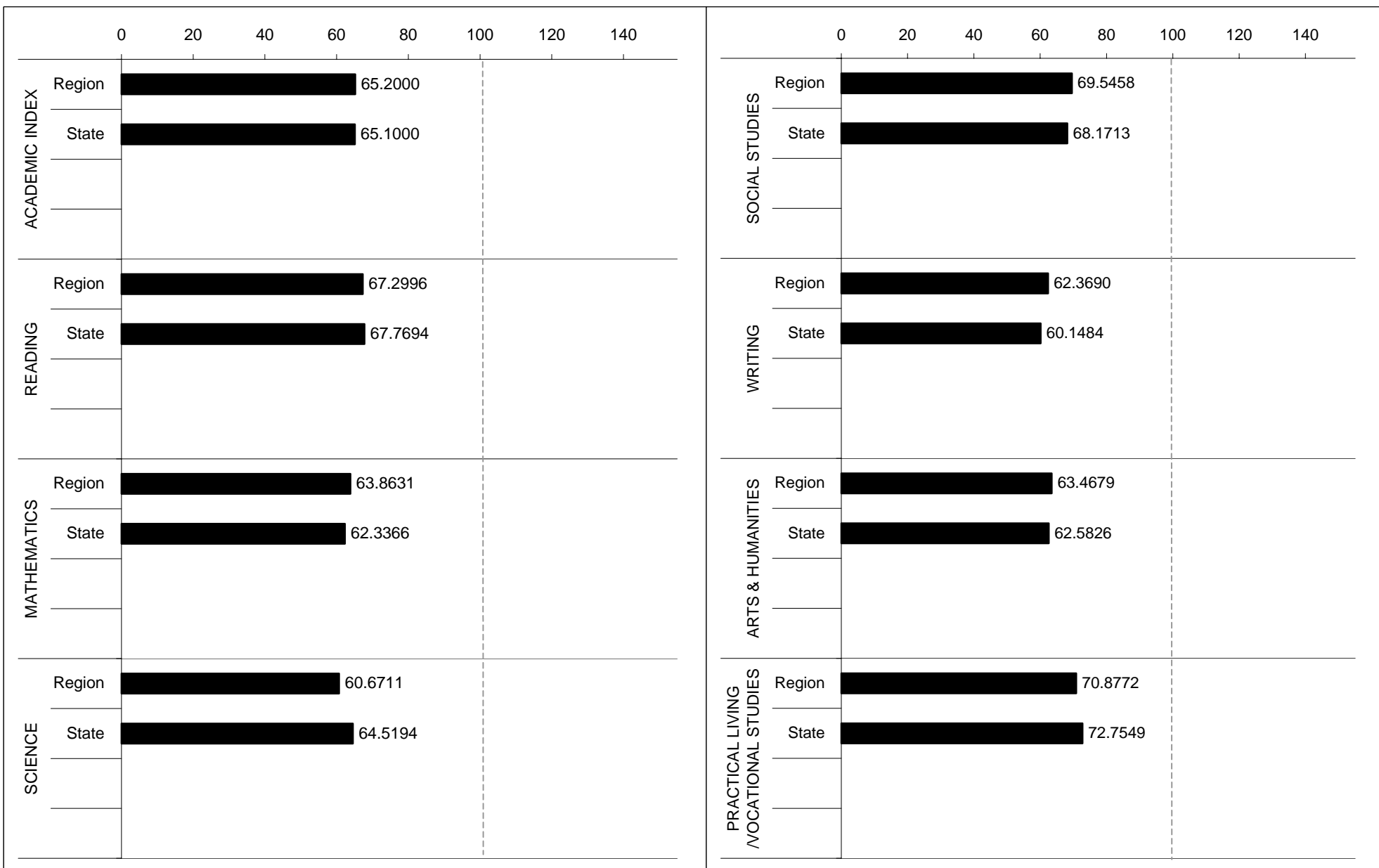


SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACADEMIC INDEX COMPARISONS

District: REGION 3

Code: 903

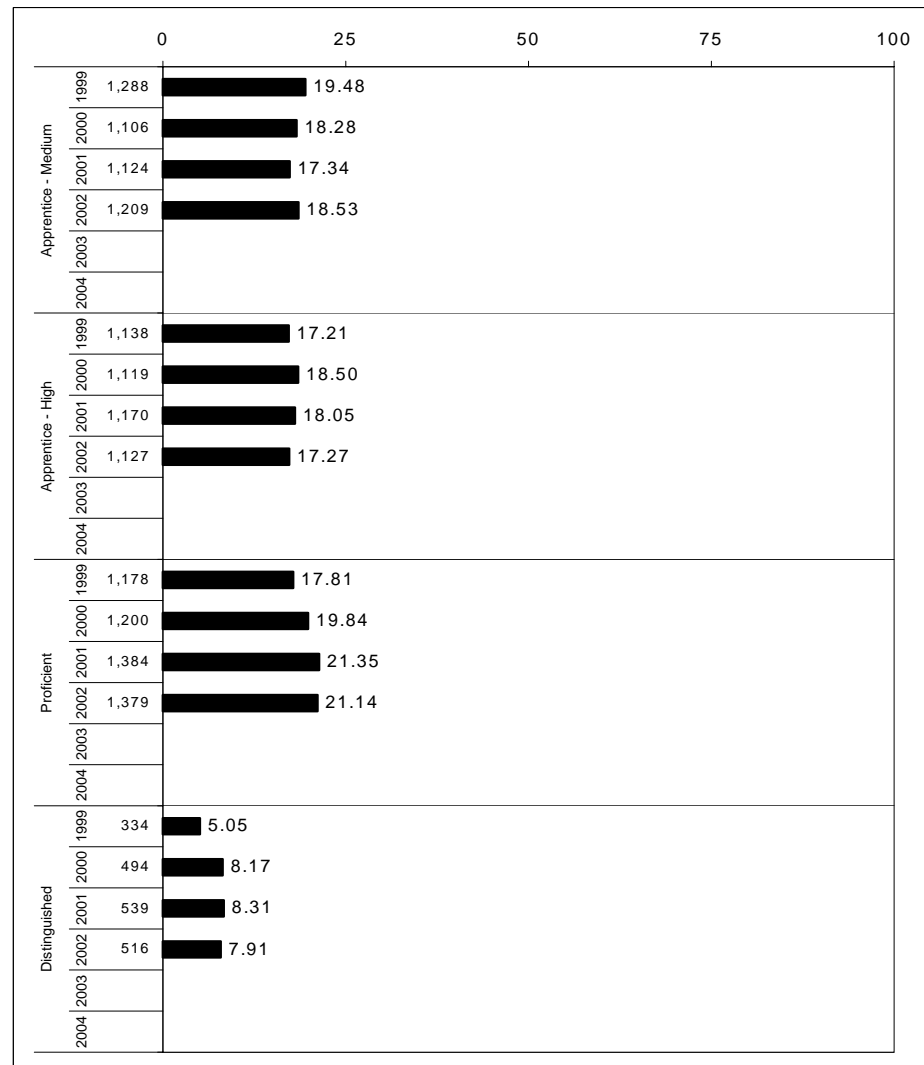
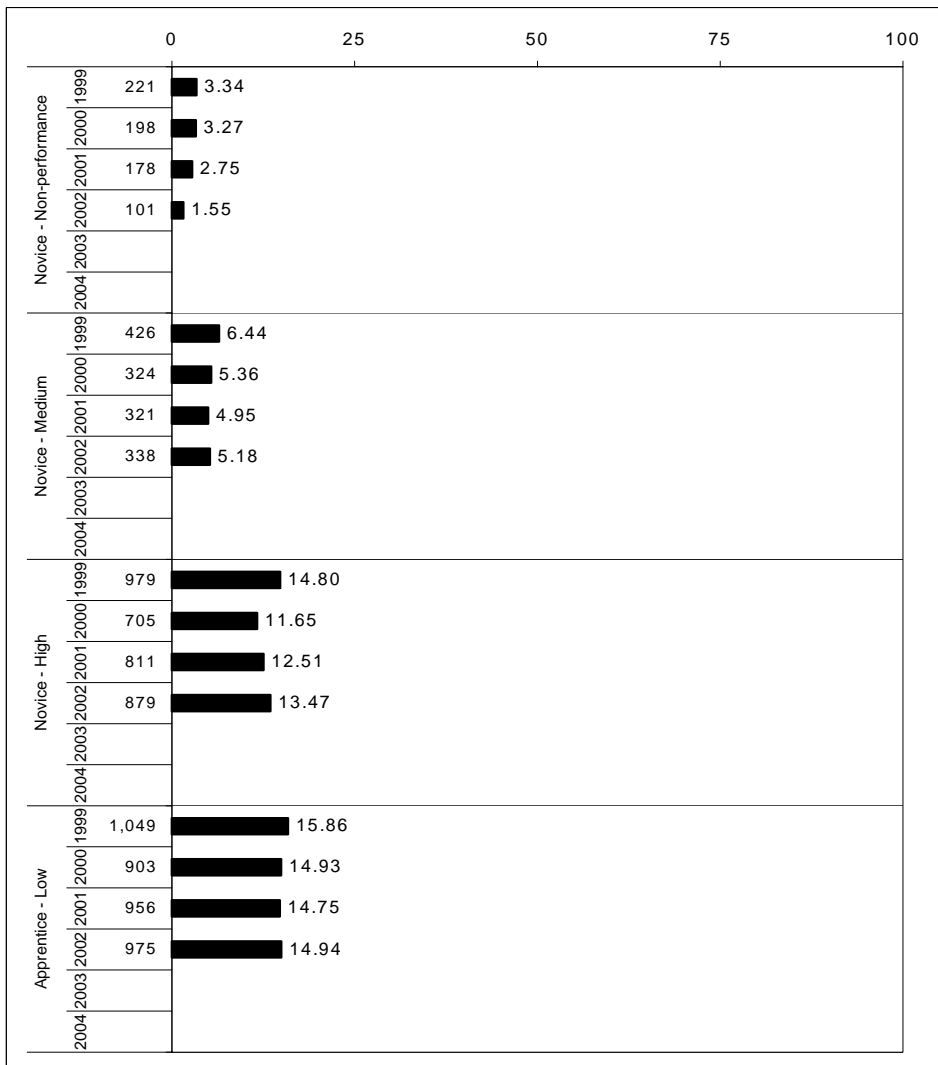
Grade: 10/12





SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 10



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 10

READING SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	35	2.1	2.2									
Informational	50	2.1	2.1									
Persuasive	35	2.1	2.1									
Practical/Workplace	30	2.4	2.4									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 10

OPEN RESPONSE	No. Items	REGION										STATE									School -State
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
1.0.x - Literary	7	10,613	2	5	21	43	24	6	2.0	0.0	74,302	1	5	21	45	23	5	2.0	0.0		
2.0.x - Informational	10	11,588	2	9	21	39	23	6	1.9	0.0	81,410	1	10	22	40	22	5	1.9	0.0		
3.0.x - Persuasive	7	7,470	3	10	22	38	22	6	1.8	0.0	52,118	2	10	23	39	21	5	1.8	0.0		
4.0.x - Practical/Workplace	6	8,459	1	3	18	44	27	6	2.1	0.0	59,320	1	3	19	45	27	5	2.1	0.0		
MULTIPLE CHOICE	No.	No. Observations	Correct	Incorrect	Omit/Mult	Mean	Std. Err.	No. Observations	Correct	Incorrect	Omit/Mult	Mean	School -State Mean								
1.0.x - Literary			28	42,452	60				40	0	0.60			0.00	297,208	61	39	0	0.61	-0.01	
2.0.x - Informational			40	46,352	66				34	0	0.66			0.00	325,640	67	33	0	0.66	0.00	
3.0.x - Persuasive			28	29,880	64				35	0	0.64			0.00	208,472	65	35	0	0.65	-0.01	
4.0.x - Practical/Workplace			24	33,836	74				25	0	0.74			0.00	237,280	74	26	0	0.74	0.00	



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 10

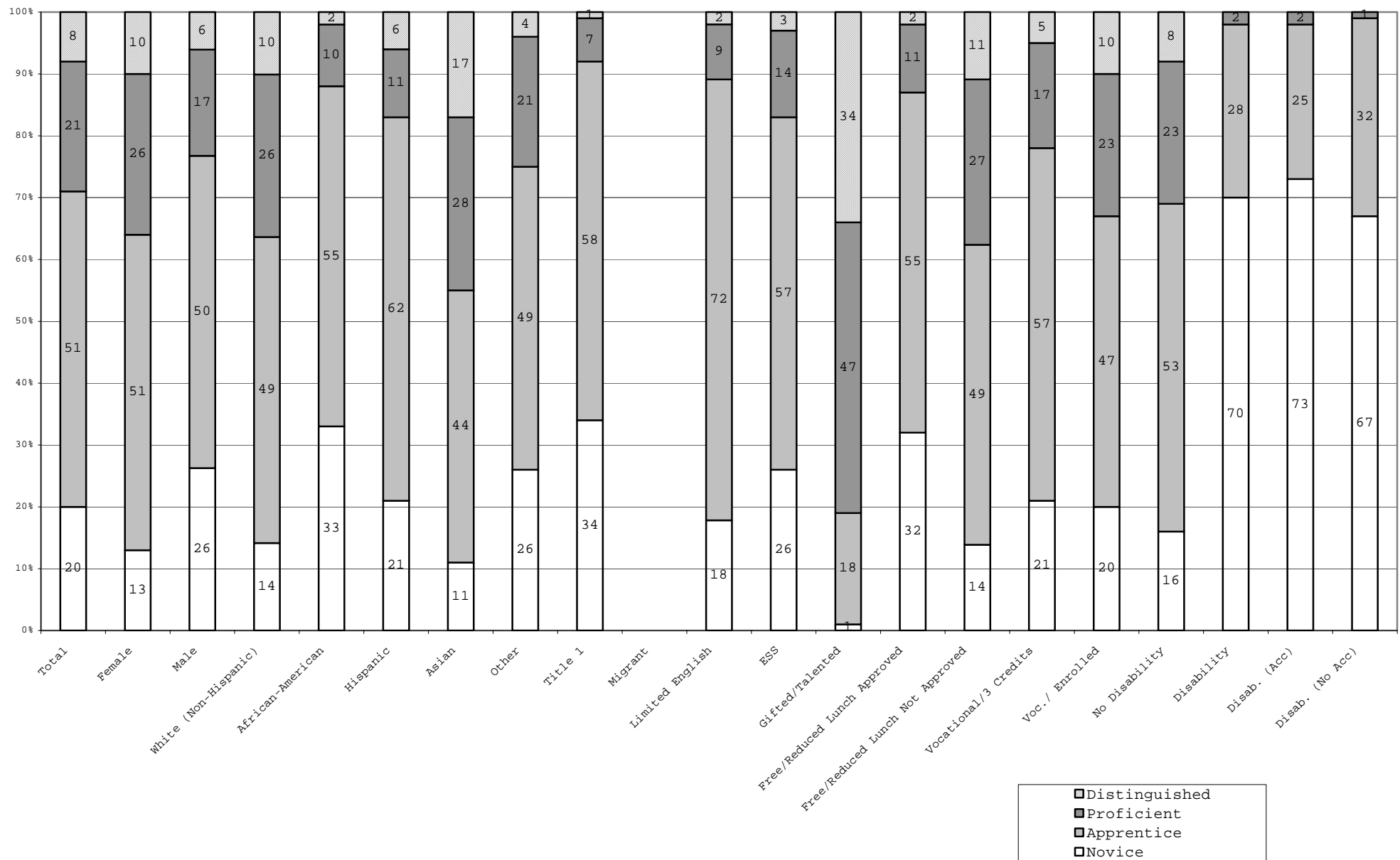
	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the reading questions tested things you learned in school	496	8%	(7%)	2,783	43%	(42%)	2,456	38%	(40%)	406	6%	(7%)	318	5%	(2%)
37 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	132	2%	(2%)	602	9%	(11%)	4,597	71%	(72%)	800	12%	(12%)	323	5%	(2%)
38 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	133	2%	(2%)	434	7%	(7%)	1,917	30%	(30%)	3,653	56%	(58%)	325	5%	(2%)
39 On a typical school day, how much time do you spend reading for subjects other than reading or English/Language arts?	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>		
	667	10%	(13%)	2,714	42%	(45%)	2,189	34%	(32%)	426	7%	(6%)	142	2%	(2%)
In your class, how often do you do the following:															
40 listen to an adult read aloud	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
	844	13%	(13%)	1,966	30%	(30%)	1,038	16%	(16%)	1,495	23%	(24%)	797	12%	(14%)
41 use a graphic organizer such as a chart or web with passages you read	2,245	35%	(36%)	2,015	31%	(33%)	944	15%	(15%)	653	10%	(10%)	278	4%	(4%)
42 read novels, short stories or poems	224	3%	(5%)	1,268	20%	(22%)	1,247	19%	(19%)	1,959	30%	(29%)	1,432	22%	(23%)
43 read newspapers, journals or magazines	869	13%	(14%)	1,687	26%	(26%)	1,334	21%	(24%)	1,246	19%	(19%)	997	15%	(15%)
44 spend time previewing or discussing what you are going to read BEFORE you read	1,059	16%	(18%)	1,522	24%	(22%)	1,347	21%	(21%)	1,477	23%	(23%)	727	11%	(13%)
45 use a computer to research and read poems, articles, stories, or books	1,936	30%	(27%)	2,144	33%	(36%)	824	13%	(15%)	744	12%	(12%)	481	7%	(8%)
46 use a computer to answer questions about material you read	3,295	51%	(45%)	1,525	24%	(30%)	559	9%	(11%)	470	7%	(7%)	262	4%	(4%)
47 respond in writing to what you read	399	6%	(10%)	1,315	20%	(23%)	1,357	21%	(22%)	1,876	29%	(27%)	1,158	18%	(15%)
48 discuss what you read with a teacher or other students	514	8%	(9%)	1,177	18%	(19%)	1,186	18%	(17%)	1,825	28%	(28%)	1,411	22%	(25%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING DISAGGREGATION
Performance Level Percents

District: REGION 3
Code: 903
Grade: 10

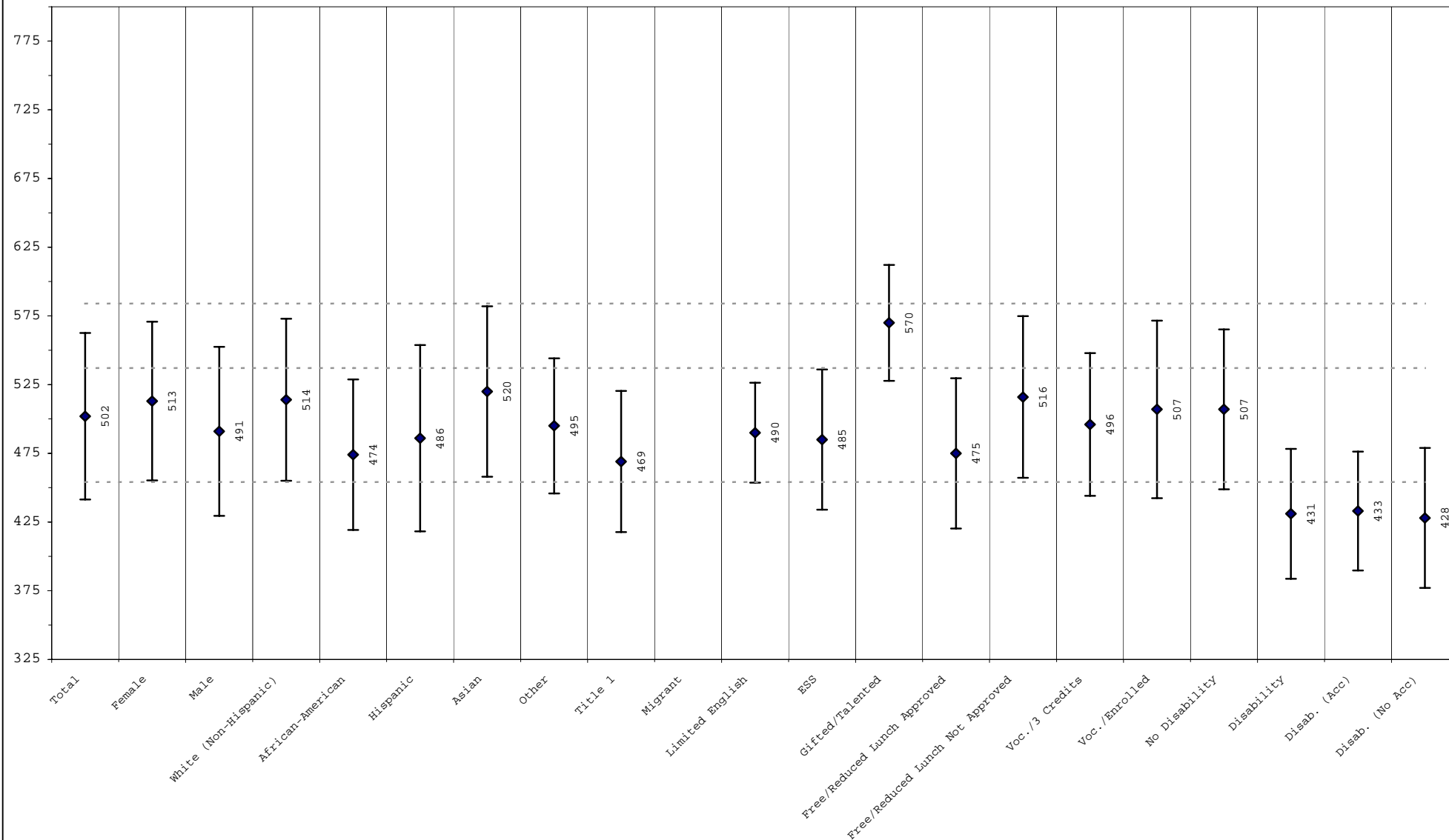


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
READING

District: REGION 3
 Code: 903
 Grade: 10



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: REGION 3
 Code: 903
 Grade: 10

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							6,468		502 (0.8)	44,899		503 (0.3)
Gender:												
Female							3,174	49%	513 (1.0)	21,848	49%	517 (0.4)
Male							3,293	51%	491 (1.1)	23,012	51%	489 (0.4)
Gap Female vs Male									22*			28*
Ethnicity												
White (Non-Hispanic)							4,258	66%	514 (0.9)	39,187	87%	506 (0.3)
African-American							1,960	30%	474 (1.2)	4,270	10%	477 (0.9)
Hispanic							84	1%	486 (7.4)	394	1%	495 (3.0)
Asian							109	2%	520 (5.9)	357	1%	529 (3.2)
Other							47	1%	495 (7.2)	535	1%	502 (2.6)
Gap White vs African American									40*			29*
Gap White vs Hispanic									28*			11*
Gap White vs Asian									-6			-23*
Gap White vs Other									19*			4
Title I												
Participating Students							1,213	19%	469 (1.5)	4,899	11%	487 (0.8)
Not Participating							5,255	81%	509 (0.8)	40,000	89%	505 (0.3)
Gap Participating vs Non-Participating									-40*			-18*
Migrant Program												
Participating Students							4			222		477 (3.6)
Not Participating							6,464	100%	502 (0.8)	44,677	100%	503 (0.3)
Gap Participating vs Non-Participating												-26*
Limited English Proficiency												
Participating Students							57	1%	490 (4.8)	177		476 (3.6)
Not Participating							6,411	99%	502 (0.8)	44,722	100%	503 (0.3)
Gap Participating vs Non-Participating									-12*			-27*
Extended School Services												
Participating Students							760	12%	485 (1.9)	6,632	15%	496 (0.7)
Not Participating							5,708	88%	504 (0.8)	38,267	85%	504 (0.3)
Gap Participating vs Non-Participating									-19*			-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: REGION 3
 Code: 903
 Grade: 10

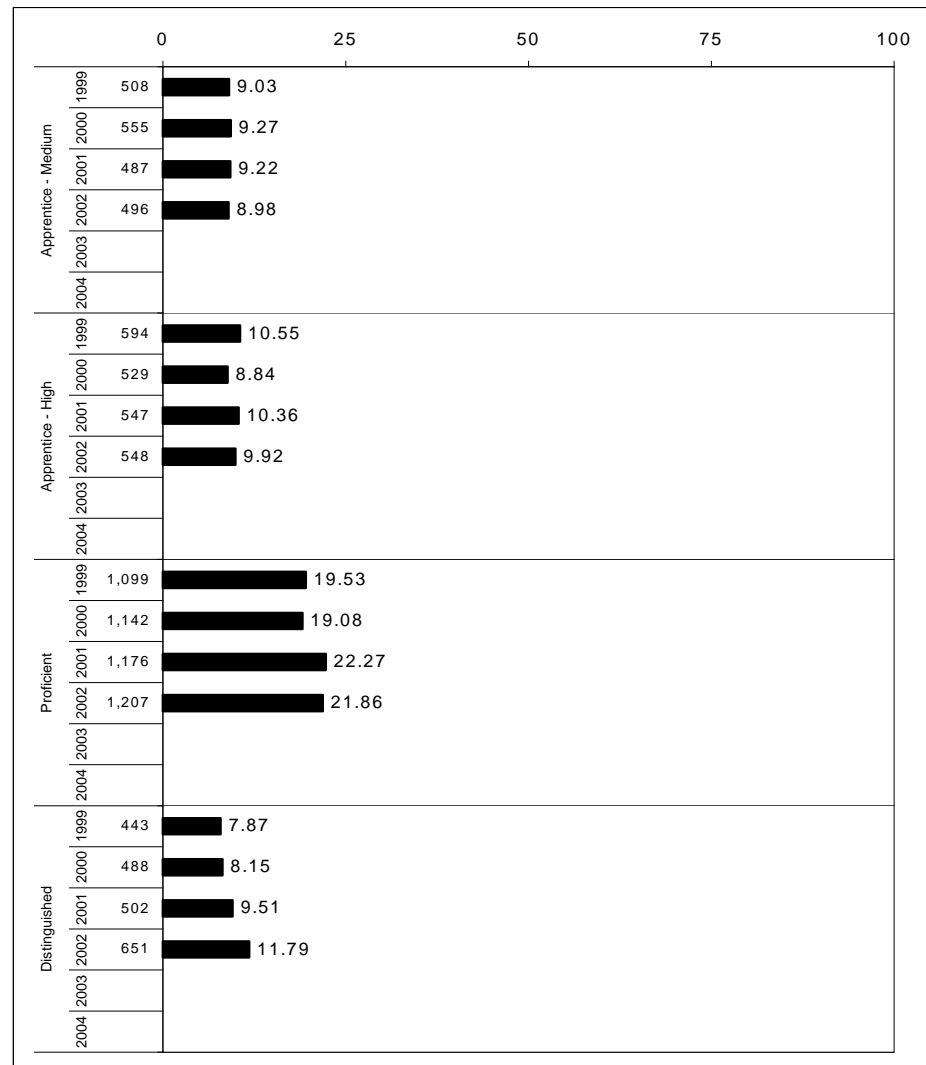
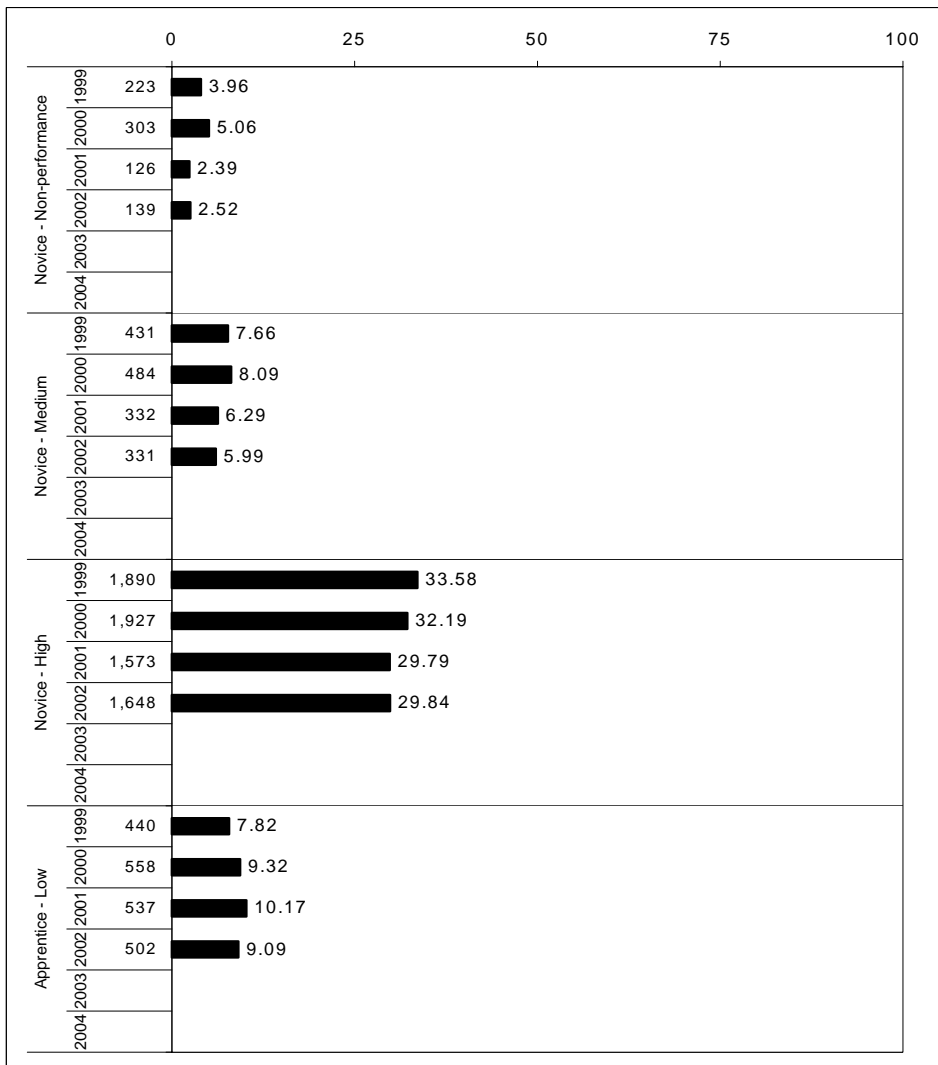
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							840	13%	570 (1.5)	6,628	15%	555 (0.6)
Not Participating							5,628	87%	492 (0.8)	38,271	85%	494 (0.3)
<i>Gap Participating vs Non-Participating</i>									78*			61*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,205	34%	475 (1.2)	15,199	34%	480 (0.4)
Not Approved (includes not coded)							4,263	66%	516 (0.9)	29,700	66%	515 (0.3)
<i>Gap Approved vs Not Approved</i>									-41*			-35*
Vocational/Technical Education												
Plans to/completed 3 credits in career area							1,863	29%	496 (1.2)	15,478	34%	500 (0.4)
Enrolled, student not concentrating							1,132	18%	507 (1.9)	11,212	25%	501 (0.5)
Not Vocational/Technical Education							3,473	54%	503 (1.1)	18,209	41%	507 (0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>									7*			7*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>									-4			6*
Disability Status												
Students without Disabilities (includes not coded)							6,014	93%	507 (0.7)	40,849	91%	510 (0.3)
Students with Disabilities							454	7%	431 (2.2)	4,050	9%	434 (0.8)
Tested with Accommodations							229	4%	433 (2.9)	2,479	6%	429 (0.9)
Tested without Accommodations							225	3%	428 (3.4)	1,571	3%	442 (1.4)
<i>Gap With vs Without</i>									-76*			-76*
Alternate Portfolio							56	1%		344	1%	
Exemptions (On-Demand)												
Medical							11			75		
LEP							78			194		
Other							12			35		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 11



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 11

MATHEMATICS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number/Computation	45	1.8	1.8									
Geometry/Measurement	53	1.6	1.6									
Probability/Statistics	26	1.7	1.7									
Algebraic Ideas	59	1.7	1.7									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS CORE CONTENT

District: REGION 3

Code: 903

Grade: 11

OPEN RESPONSE	No. Items	REGION										STATE									School -State
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	Mean
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Number/Computation	14	12,621	2	29	25	17	14	13	1.5	0.0	93,008	2	28	28	18	13	11	1.5	0.0		
1.1.x - Concepts	2	1,903	2	17	24	13	21	22	2.0	0.0	13,509	1	15	27	15	23	19	2.0	0.0		
1.2.x - Skills	7	6,601	2	26	26	19	12	15	1.6	0.0	46,877	2	24	29	21	11	13	1.6	0.0		
1.3.x - Relationships	6	5,085	3	37	26	13	13	9	1.3	0.0	39,435	2	37	27	14	12	8	1.2	0.1		
2.x.x - Geometry/Measurement	18	15,795	3	30	25	18	13	11	1.4	0.0	118,912	2	30	26	19	13	9	1.4	0.0		
2.1.x - Concepts	11	9,513	3	34	26	18	11	8	1.3	0.0	72,597	2	34	27	18	11	7	1.2	0.1		
2.2.x - Skills	9	8,185	2	32	22	19	13	12	1.5	0.0	59,785	2	31	24	20	14	11	1.5	0.0		
2.3.x - Relationships	6	5,633	2	25	32	18	12	11	1.5	0.0	40,142	1	24	34	19	13	9	1.5	0.0		
3.x.x - Probability/Statistics	7	6,292	3	27	28	23	12	7	1.4	0.0	46,401	2	28	32	22	11	5	1.3	0.1		
3.1.x - Concepts	1	968	2	31	30	25	9	3	1.2	0.0	6,813	1	29	36	25	6	2	1.1	0.1		
3.2.x - Skills	4	3,734	3	29	28	24	10	8	1.4	0.0	26,618	2	30	31	23	9	5	1.2	0.2		
3.3.x - Relationships	3	2,525	3	23	35	16	15	7	1.4	0.0	19,627	2	25	38	16	14	6	1.3	0.1		
4.x.x - Algebraic Ideas	15	13,519	3	24	29	19	15	11	1.5	0.0	99,537	2	24	32	20	14	9	1.5	0.0		
4.1.x - Concepts	1	968	3	16	23	27	19	13	1.8	0.0	6,813	2	14	31	28	16	10	1.7	0.1		
4.2.x - Skills	9	7,888	3	25	26	20	16	10	1.5	0.0	59,420	2	25	30	22	14	8	1.5	0.0		
4.3.x - Relationships	10	9,369	3	26	32	18	13	10	1.4	0.0	66,798	2	26	34	19	12	8	1.4	0.0		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Number/Computation	31	38,726	60	40	0				0.60	0.00	285,502	58	42	0				0.58	0.02		
1.1.x - Concepts	8	11,000	60	40	0				0.60	0.00	80,050	58	42	0				0.58	0.02		
1.2.x - Skills	10	11,373	65	35	0				0.65	0.00	85,799	63	37	0				0.63	0.02		
1.3.x - Relationships	14	18,256	57	43	0				0.57	0.00	133,162	56	44	0				0.56	0.01		
2.x.x - Geometry/Measurement	35	36,197	51	49	0				0.51	0.00	265,747	50	50	0				0.50	0.01		
2.1.x - Concepts	13	14,108	47	53	0				0.47	0.00	100,448	47	53	0				0.47	0.00		
2.2.x - Skills	19	17,352	53	47	0				0.53	0.00	131,687	52	48	0				0.52	0.01		
2.3.x - Relationships	5	6,605	55	45	0				0.55	0.01	46,940	54	46	0				0.54	0.01		
3.x.x - Probability/Statistics	19	21,405	62	38	0				0.62	0.00	158,958	62	38	0				0.62	0.00		
3.1.x - Concepts	8	8,858	64	36	0				0.63	0.01	66,219	63	37	0				0.63	0.00		
3.2.x - Skills	8	9,054	61	38	0				0.61	0.01	66,260	61	39	0				0.61	0.00		
3.3.x - Relationships	4	4,428	60	40	0				0.59	0.01	33,136	60	40	0				0.60	-0.01		
4.x.x - Algebraic Ideas	44	43,010	54	46	0				0.54	0.00	323,772	52	48	0				0.52	0.02		
4.1.x - Concepts	15	12,938	46	54	0				0.46	0.00	98,700	44	56	0				0.44	0.02		
4.2.x - Skills	19	18,386	54	46	0				0.54	0.00	138,773	54	46	0				0.54	0.00		
4.3.x - Relationships	13	14,213	56	44	0				0.56	0.00	105,951	55	45	0				0.55	0.01		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 11

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	153	3%	(3%)	1,877	34%	(35%)	2,423	44%	(47%)	831	15%	(14%)	170	3%	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	349	6%	(8%)	1,334	24%	(29%)	3,014	55%	(53%)	573	10%	(8%)	183	3%	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	74	1%	(2%)	333	6%	(7%)	1,370	25%	(25%)	3,492	64%	(64%)	180	3%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	1,081	20%	(15%)	2,191	40%	(41%)	845	15%	(17%)	834	15%	(17%)	333	6%	(8%)
40 work on mathematics projects/investigations that require more than one class period	2,014	37%	(32%)	2,033	37%	(41%)	614	11%	(14%)	429	8%	(8%)	184	3%	(3%)
41 use a graphic calculator	698	13%	(17%)	738	14%	(18%)	419	8%	(8%)	915	17%	(14%)	2,508	46%	(41%)
42 use a computer	3,020	55%	(50%)	1,234	23%	(26%)	320	6%	(7%)	308	6%	(6%)	394	7%	(8%)
43 write about mathematics	1,343	25%	(28%)	2,282	42%	(42%)	685	13%	(13%)	527	10%	(9%)	440	8%	(7%)
44 use hands-on materials other than books, worksheets, calculators or computers	2,114	39%	(30%)	1,605	29%	(34%)	533	10%	(13%)	511	9%	(11%)	501	9%	(10%)
45 draw pictures, charts or graphs to help explain your thinking	421	8%	(7%)	1,410	26%	(24%)	1,055	19%	(20%)	1,449	27%	(28%)	937	17%	(19%)
46 discuss different ways to solve problems	400	7%	(6%)	714	13%	(14%)	867	16%	(16%)	1,713	31%	(30%)	1,581	29%	(33%)
47 receive meaningful feedback on assignments	857	16%	(14%)	988	18%	(18%)	928	17%	(17%)	1,329	24%	(25%)	1,175	21%	(25%)
48 work on mathematics that is related to real-life experiences	945	17%	(16%)	1,343	25%	(26%)	989	18%	(19%)	1,272	23%	(22%)	718	13%	(15%)

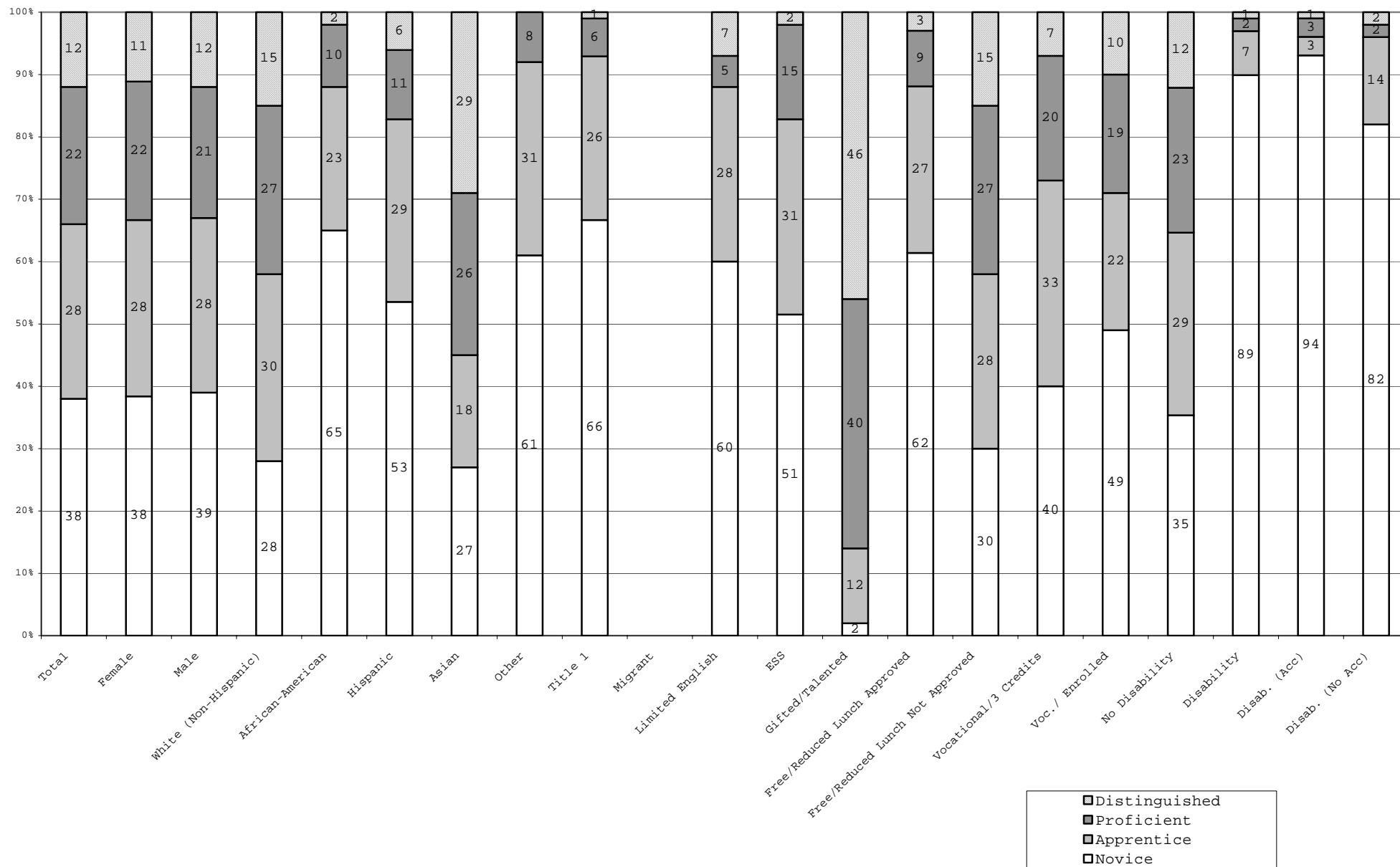
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS DISAGGREGATION
Performance Level Percents

District: REGION 3
 Code: 903
 Grade: 11

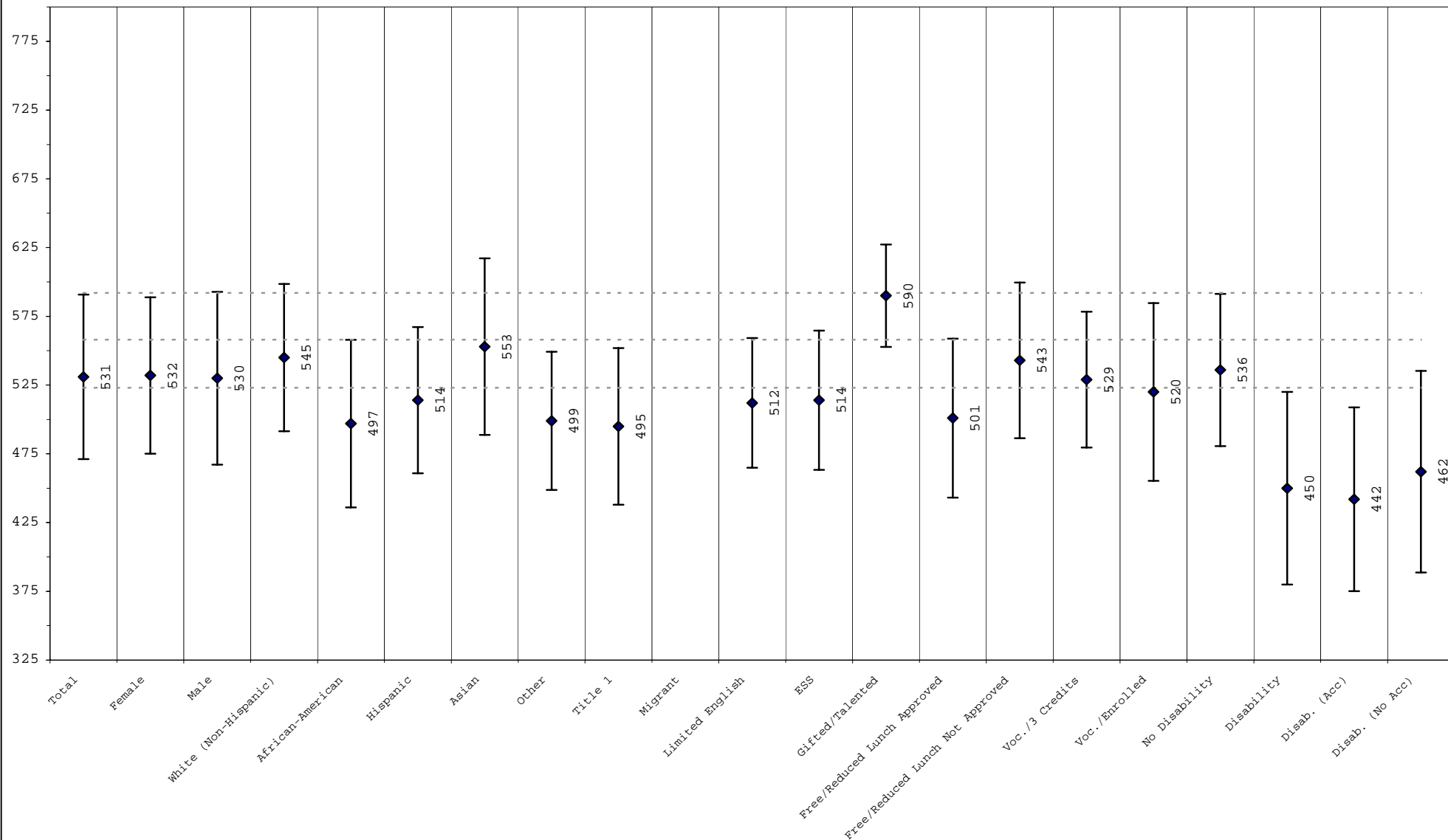


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
MATHEMATICS

District: REGION 3
 Code: 903
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: REGION 3
 Code: 903
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							5,466		531 (0.8)	40,170		531 (0.3)
Gender:												
Female							2,841	52%	532 (1.1)	20,033	50%	534 (0.4)
Male							2,624	48%	530 (1.2)	20,100	50%	530 (0.4)
Gap Female vs Male									2			4*
Ethnicity												
White (Non-Hispanic)							3,757	69%	545 (0.9)	35,552	89%	535 (0.3)
African-American							1,481	27%	497 (1.6)	3,339	8%	499 (1.0)
Hispanic							62	1%	514 (6.8)	307	1%	521 (3.2)
Asian							100	2%	553 (6.4)	324	1%	563 (3.3)
Other							51	1%	499 (7.0)	479	1%	523 (2.5)
Gap White vs African American									48*			36*
Gap White vs Hispanic									31*			14*
Gap White vs Asian									-8			-28*
Gap White vs Other									46*			12*
Title I												
Participating Students							1,048	19%	495 (1.8)	4,306	11%	515 (0.8)
Not Participating							4,418	81%	540 (0.9)	35,864	89%	533 (0.3)
Gap Participating vs Non-Participating									-45*			-18*
Migrant Program												
Participating Students										104		504 (6.1)
Not Participating							5,466	100%	531 (0.8)	40,066	100%	532 (0.3)
Gap Participating vs Non-Participating												-28*
Limited English Proficiency												
Participating Students							57	1%	512 (6.2)	128		509 (5.3)
Not Participating							5,409	99%	531 (0.8)	40,042	100%	532 (0.3)
Gap Participating vs Non-Participating									-19*			-23*
Extended School Services												
Participating Students							638	12%	514 (2.0)	5,570	14%	528 (0.7)
Not Participating							4,828	88%	533 (0.9)	34,600	86%	532 (0.3)
Gap Participating vs Non-Participating									-19*			-4*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: REGION 3
 Code: 903
 Grade: 11

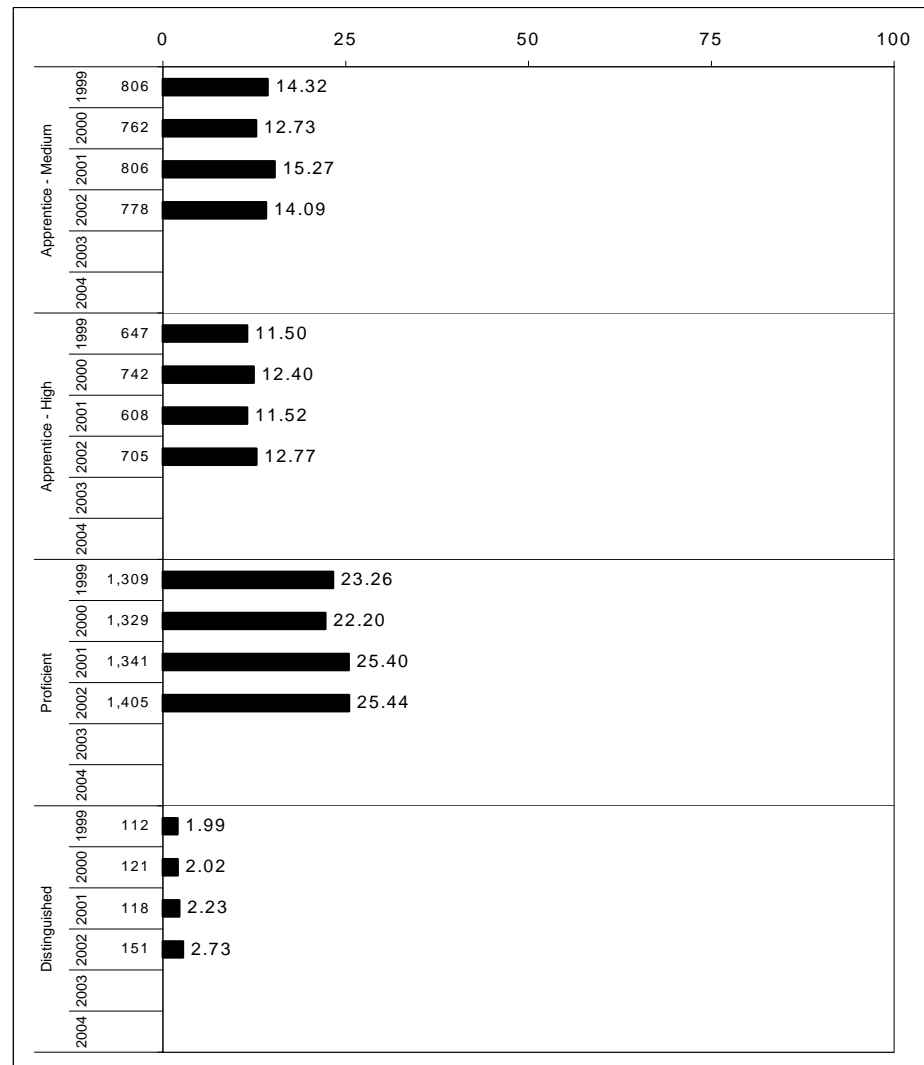
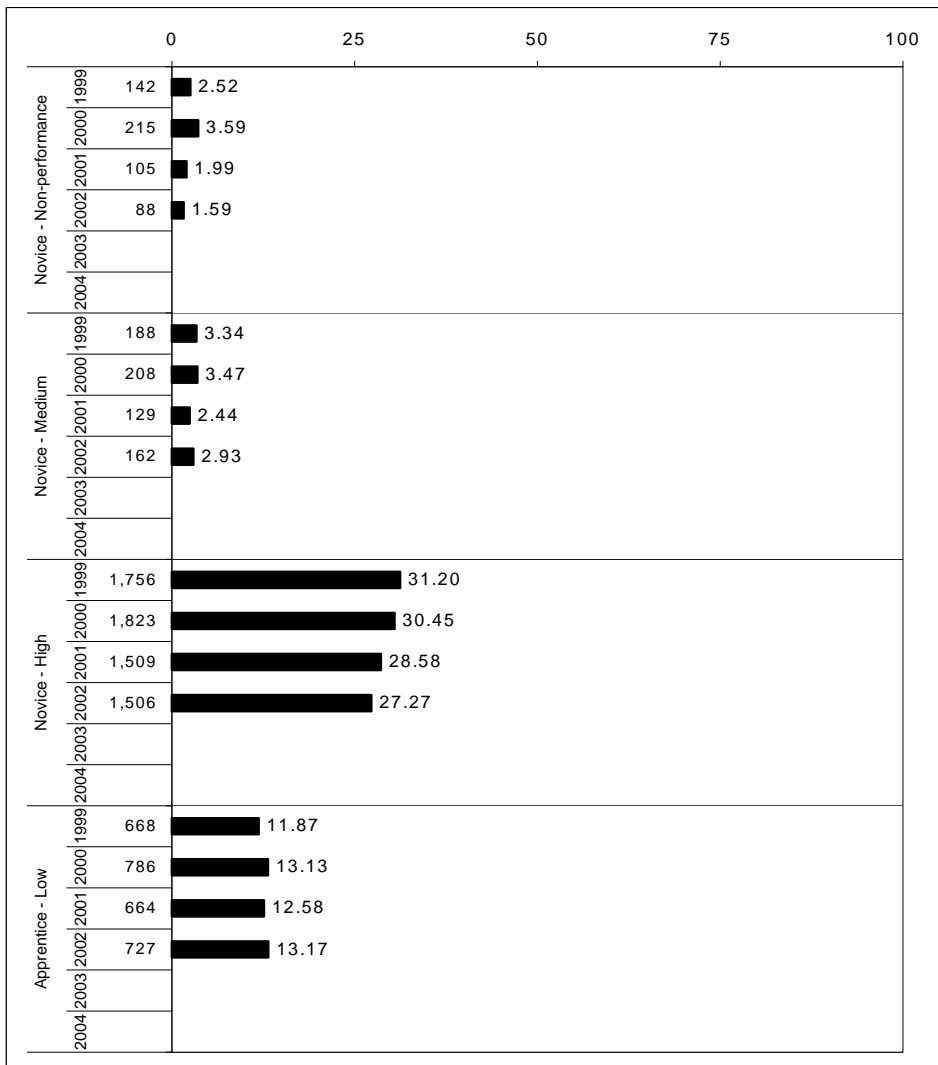
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							826	15%	590 (1.3)	6,341	16%	575 (0.5)
Not Participating							4,640	85%	521 (0.8)	33,829	84%	523 (0.3)
<i>Gap Participating vs Non-Participating</i>									69*			52*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							1,510	28%	501 (1.5)	11,677	29%	509 (0.5)
Not Approved (includes not coded)							3,956	72%	543 (0.9)	28,493	71%	541 (0.3)
<i>Gap Approved vs Not Approved</i>									-42*			-32*
Vocational/Technical Education												
Plans to/completed 3 credits in career area							1,707	31%	529 (1.2)	16,397	41%	528 (0.4)
Enrolled, student not concentrating							602	11%	520 (2.6)	7,622	19%	529 (0.6)
Not Vocational/Technical Education							3,157	58%	535 (1.1)	16,151	40%	536 (0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>									6*			8*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>									15*			7*
Disability Status												
Students without Disabilities (includes not coded)							5,150	94%	536 (0.8)	37,147	92%	537 (0.2)
Students with Disabilities							316	6%	450 (3.9)	3,023	8%	461 (1.1)
Tested with Accommodations							192	4%	442 (4.8)	1,866	5%	452 (1.4)
Tested without Accommodations							124	2%	462 (6.6)	1,157	3%	476 (1.9)
<i>Gap With vs Without</i>									-86*			-76*
Alternate Portfolio							56	1%		344	1%	
Exemptions (On-Demand)												
Medical							13			87		
LEP							44			105		
Other							16			179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 11



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 11

SCIENCE SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Physical Science	56	1.6	1.6									
Earth & Space Science	47	1.7	1.8									
Life Science	63	1.8	1.9									

District: Top
 State: Bottom

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SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE CORE CONTENT

District: REGION 3

Code: 903

Grade: 11

OPEN RESPONSE	No. Items	No. Observations	REGION								Std. Err.	STATE								School -State Mean		
			Percents									No. Observations	Percents									
			B	0	1	2	3	4	Mean	B			0	1	2	3	4	Mean				
1.x.x - Physical Science	13	11,653	3	25	28	28	12	3	1.3	0.0	86,195	2	25	28	29	14	4	1.4	-0.1			
1.1.x - Structure of Atoms	1	936	5	35	19	31	10	0	1.1	0.0	6,697	3	26	27	28	16	0	1.3	-0.2			
1.2.x - Matter:Structure/Property	5	4,107	3	32	31	22	10	3	1.1	0.0	32,532	2	33	28	23	10	4	1.2	-0.1			
1.3.x - Chemical Reactions	3	2,802	3	12	26	43	14	2	1.6	0.0	19,986	2	10	25	46	16	3	1.7	-0.1			
1.4.x - Motion and Force	4	3,805	3	25	25	28	15	5	1.4	0.0	26,995	2	21	27	28	18	4	1.6	-0.2			
1.5.x - Conservation of Energy ...	1	935	4	20	35	24	14	3	1.4	0.0	6,657	2	20	35	28	12	3	1.4	0.0			
1.6.x - Matter/Energy Interactions	1	935	2	30	34	25	7	2	1.1	0.0	6,657	2	30	33	26	8	2	1.1	0.0			
2.x.x - Earth & Space Science	12	10,751	3	27	26	29	12	3	1.3	0.0	79,694	2	23	27	31	14	3	1.4	-0.1			
2.1.x - Energy in the Earth System	6	5,325	3	24	24	34	13	3	1.4	0.0	39,668	2	20	25	35	15	3	1.5	-0.1			
2.2.x - Geochemical Cycles	1	931	2	26	34	26	10	2	1.2	0.0	6,632	2	21	26	28	18	6	1.6	-0.4			
2.3.x - Earth Formation/Changes	5	4,181	2	23	23	31	15	5	1.5	0.0	32,894	2	20	25	33	16	5	1.6	-0.1			
2.4.x - Univ.'s Formation/Changes	2	1,903	2	36	28	24	9	2	1.1	0.0	13,470	1	31	33	25	8	2	1.1	0.0			
3.x.x - Life Science	16	14,174	3	20	26	30	16	5	1.5	0.0	105,837	2	17	26	32	18	5	1.6	-0.1			
3.1.x - The Cell	1	931	2	38	25	21	12	2	1.1	0.0	6,632	1	27	22	26	18	5	1.5	-0.4			
3.2.x - Behavior of Organisms	2	1,589	1	9	22	40	19	9	1.9	0.0	12,970	1	9	24	39	18	9	1.9	0.0			
3.3.x - Heredity: Molecular Basis	3	2,804	4	29	32	23	10	2	1.2	0.0	20,026	3	28	32	23	11	3	1.2	0.0			
3.4.x - Biological Change	3	2,525	3	22	33	30	10	2	1.3	0.0	19,667	2	21	35	29	12	2	1.4	-0.1			
3.5.x - Organisms Interdependence	8	7,258	3	17	23	32	20	5	1.7	0.0	53,214	2	13	23	34	22	6	1.8	-0.1			
3.6.x - Energy in Living Systems	1	968	4	23	17	29	21	5	1.6	0.0	6,813	3	18	19	31	23	7	1.8	-0.2			
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult								
1.x.x - Physical Science	43	44,773	52	48	0	0.52	0.00	331,637	52	48	0	0.52	0.00									
1.1.x - Structure of Atoms	5	4,701	46	54	0	0.46	0.01	33,431	45	55	0	0.45	0.01									
1.2.x - Matter:Structure/Property	15	17,002	52	47	0	0.52	0.00	125,889	54	46	0	0.54	-0.02									
1.3.x - Chemical Reactions	4	3,461	50	50	0	0.50	0.01	26,364	49	51	0	0.49	0.01									
1.4.x - Motion and Force	8	6,988	58	42	0	0.58	0.01	52,945	58	42	0	0.58	0.00									
1.5.x - Conservation of Energy ...	13	14,207	51	49	0	0.51	0.00	105,953	52	48	0	0.52	-0.01									
1.6.x - Matter/Energy Interactions	5	6,013	46	54	0	0.46	0.01	46,027	47	53	0	0.47	-0.01									
2.x.x - Earth & Space Science	35	38,825	61	39	0	0.61	0.00	290,979	63	37	0	0.63	-0.02									
2.1.x - Energy in the Earth System	13	12,619	56	44	0	0.56	0.00	93,023	58	42	0	0.58	-0.02									
2.2.x - Geochemical Cycles	4	4,768	70	30	0	0.70	0.01	38,895	68	32	0	0.68	0.02									
2.3.x - Earth Formation/Changes	14	15,421	63	37	0	0.63	0.00	112,954	66	34	0	0.66	-0.03									
2.4.x - Univ.'s Formation/Changes	7	8,819	60	40	0	0.60	0.01	66,093	61	39	0	0.61	-0.01									
3.x.x - Life Science	47	50,380	55	44	0	0.55	0.00	371,689	56	44	0	0.56	-0.01									
3.1.x - The Cell	15	14,767	46	54	0	0.46	0.00	106,751	46	54	0	0.46	0.00									
3.2.x - Behavior of Organisms	3	2,834	46	54	0	0.46	0.01	20,102	50	50	0	0.50	-0.04									
3.3.x - Heredity: Molecular Basis	9	8,814	49	51	0	0.49	0.01	66,028	50	50	0	0.50	-0.01									
3.4.x - Biological Change	11	12,616	57	43	0	0.57	0.00	92,943	57	43	0	0.57	0.00									
3.5.x - Organisms Interdependence	12	13,497	63	37	0	0.63	0.00	99,593	63	37	0	0.63	0.00									
3.6.x - Energy in Living Systems	7	7,882	50	50	0	0.50	0.01	59,396	52	48	0	0.52	-0.02									

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 11

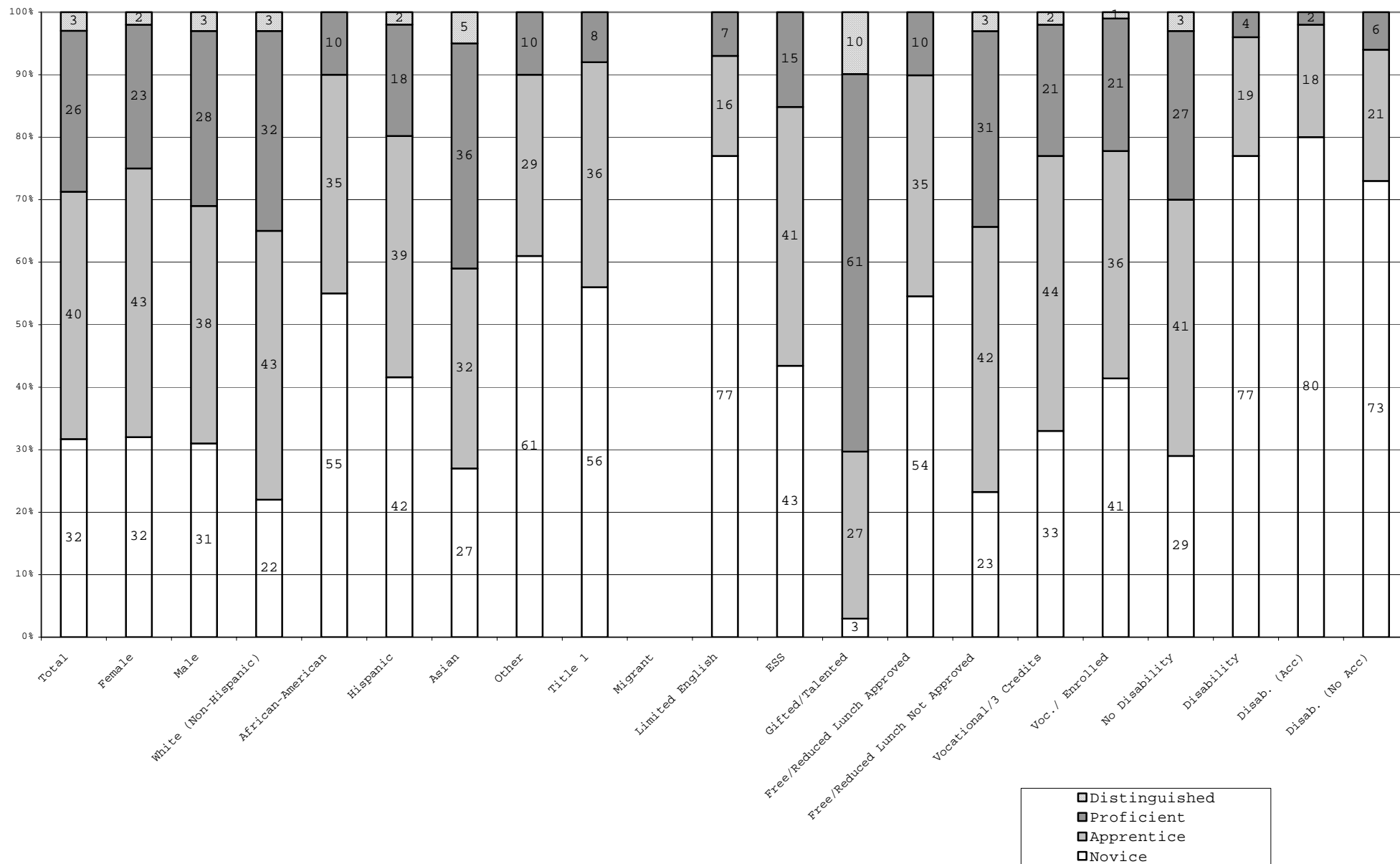
	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the science questions tested things you learned in school	271	5%	(4%)	2,724	50%	(45%)	1,896	35%	(41%)	387	7%	(8%)	188	3%	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	323	6%	(6%)	1,578	29%	(28%)	3,046	56%	(58%)	318	6%	(7%)	201	4%	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	84	2%	(2%)	373	7%	(8%)	1,304	24%	(25%)	3,509	64%	(63%)	196	4%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 read from a textbook	469	9%	(8%)	1,259	23%	(19%)	980	18%	(17%)	1,547	28%	(29%)	1,025	19%	(26%)
40 read about science in magazines or books other than a textbook	1,768	32%	(29%)	1,913	35%	(34%)	870	16%	(19%)	514	9%	(11%)	201	4%	(5%)
41 work on worksheets	295	5%	(4%)	751	14%	(10%)	878	16%	(14%)	1,668	31%	(33%)	1,687	31%	(38%)
42 work with other students in pairs, small groups or teams	497	9%	(7%)	1,461	27%	(23%)	1,310	24%	(25%)	1,436	26%	(29%)	572	10%	(15%)
43 watch your teacher do a science demonstration	669	12%	(11%)	1,673	31%	(31%)	1,271	23%	(25%)	1,054	19%	(21%)	601	11%	(10%)
44 watch a video	794	15%	(13%)	2,657	49%	(50%)	1,013	19%	(21%)	572	10%	(10%)	230	4%	(4%)
45 use equipment like microscopes, computers and beakers in your investigations	1,088	20%	(13%)	2,203	40%	(38%)	1,013	19%	(23%)	715	13%	(18%)	253	5%	(7%)
46 design and conduct scientific investigations about things in which you are interested	1,888	35%	(31%)	1,821	33%	(35%)	848	16%	(17%)	484	9%	(11%)	229	4%	(4%)
47 design and conduct scientific investigations about things your teacher wants you to study	1,024	19%	(16%)	1,922	35%	(34%)	1,087	20%	(23%)	859	16%	(18%)	381	7%	(8%)
48 communicate (e.g.,draw,graph,write) about the design, procedures and results of your investigations	846	15%	(13%)	1,868	34%	(32%)	1,182	22%	(25%)	932	17%	(19%)	439	8%	(9%)
49 review and analyze your investigations and those of your friends	1,279	23%	(20%)	1,812	33%	(31%)	1,024	19%	(22%)	782	14%	(17%)	377	7%	(8%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE DISAGGREGATION
Performance Level Percents

District: REGION 3
Code: 903
Grade: 11

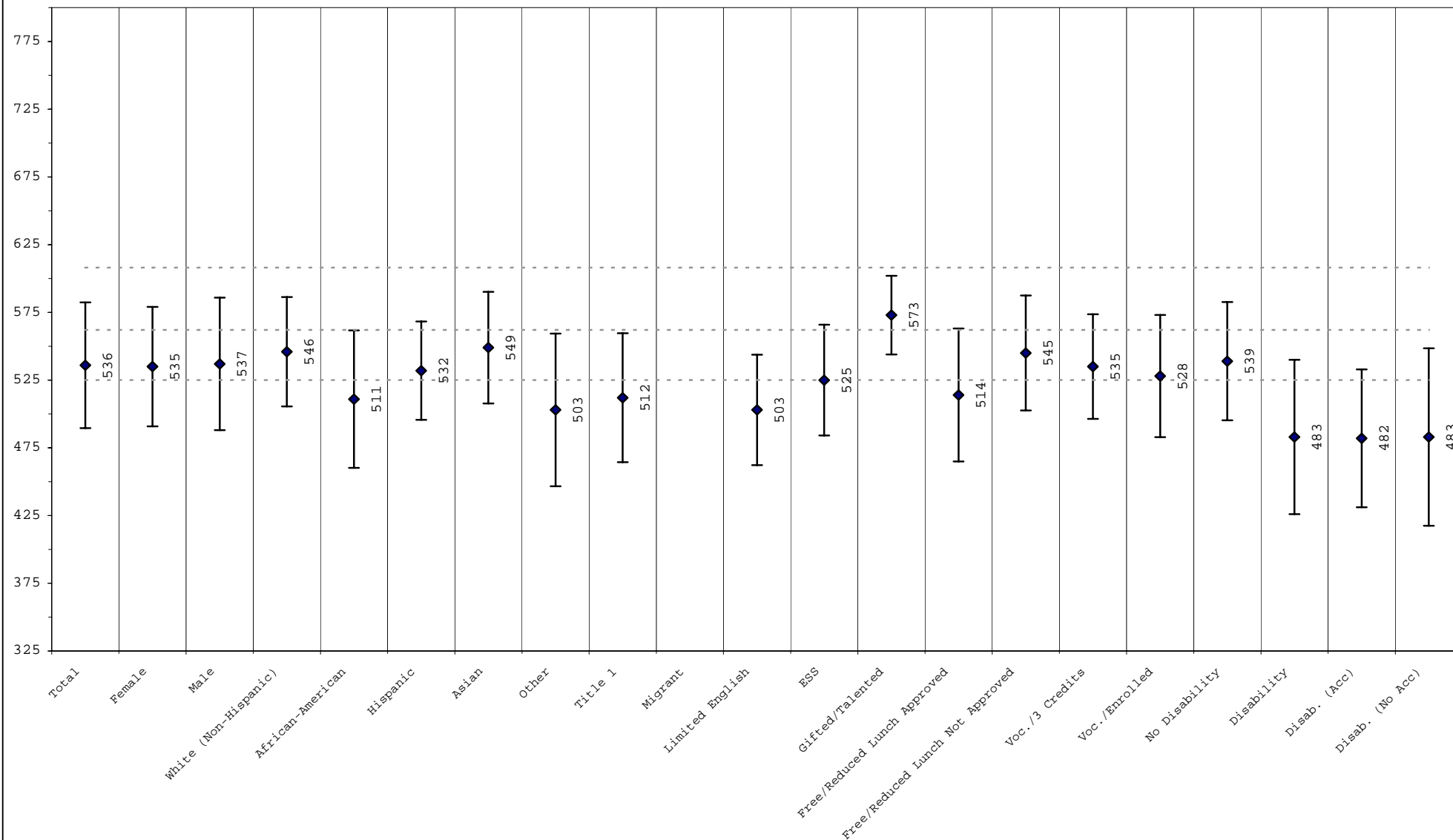


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SCIENCE

District: REGION 3
 Code: 903
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: REGION 3
 Code: 903
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							5,466		536 (0.6)	40,170		542 (0.2)
Gender:												
Female							2,841	52%	535 (0.8)	20,033	50%	541 (0.3)
Male							2,624	48%	537 (1.0)	20,100	50%	543 (0.3)
Gap Female vs Male									-2			-2*
Ethnicity												
White (Non-Hispanic)							3,757	69%	546 (0.7)	35,552	89%	545 (0.2)
African-American							1,481	27%	511 (1.3)	3,339	8%	513 (0.9)
Hispanic							62	1%	532 (4.6)	307	1%	533 (2.8)
Asian							100	2%	549 (4.1)	324	1%	557 (2.4)
Other							51	1%	503 (7.9)	479	1%	536 (2.3)
Gap White vs African American									35*			32*
Gap White vs Hispanic									14*			12*
Gap White vs Asian									-3			-12*
Gap White vs Other									43*			9*
Title I												
Participating Students							1,048	19%	512 (1.5)	4,306	11%	529 (0.7)
Not Participating							4,418	81%	542 (0.7)	35,864	89%	543 (0.2)
Gap Participating vs Non-Participating									-30*			-14*
Migrant Program												
Participating Students										104		527 (4.7)
Not Participating							5,466	100%	536 (0.6)	40,066	100%	542 (0.2)
Gap Participating vs Non-Participating												-15*
Limited English Proficiency												
Participating Students							57	1%	503 (5.4)	128		506 (4.7)
Not Participating							5,409	99%	536 (0.6)	40,042	100%	542 (0.2)
Gap Participating vs Non-Participating									-33*			-36*
Extended School Services												
Participating Students							638	12%	525 (1.6)	5,570	14%	540 (0.5)
Not Participating							4,828	88%	538 (0.7)	34,600	86%	542 (0.2)
Gap Participating vs Non-Participating									-13*			-2*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: REGION 3
 Code: 903
 Grade: 11

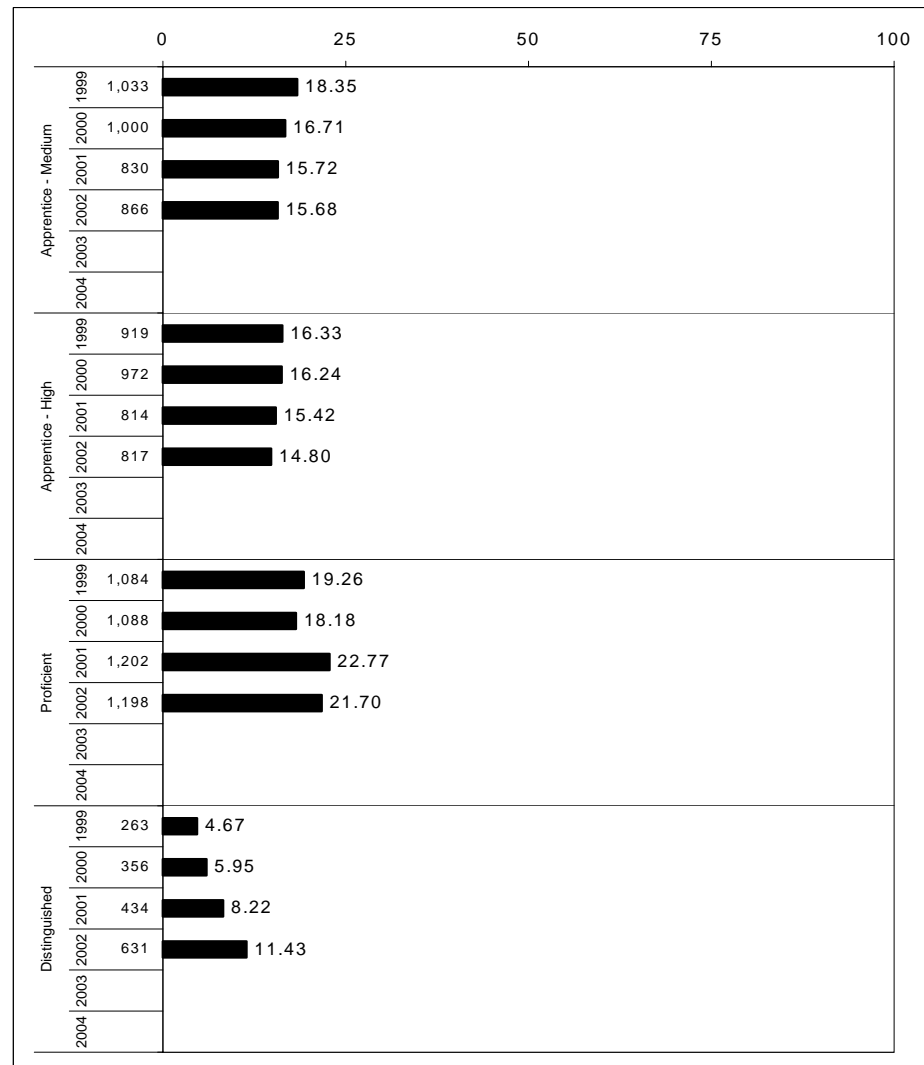
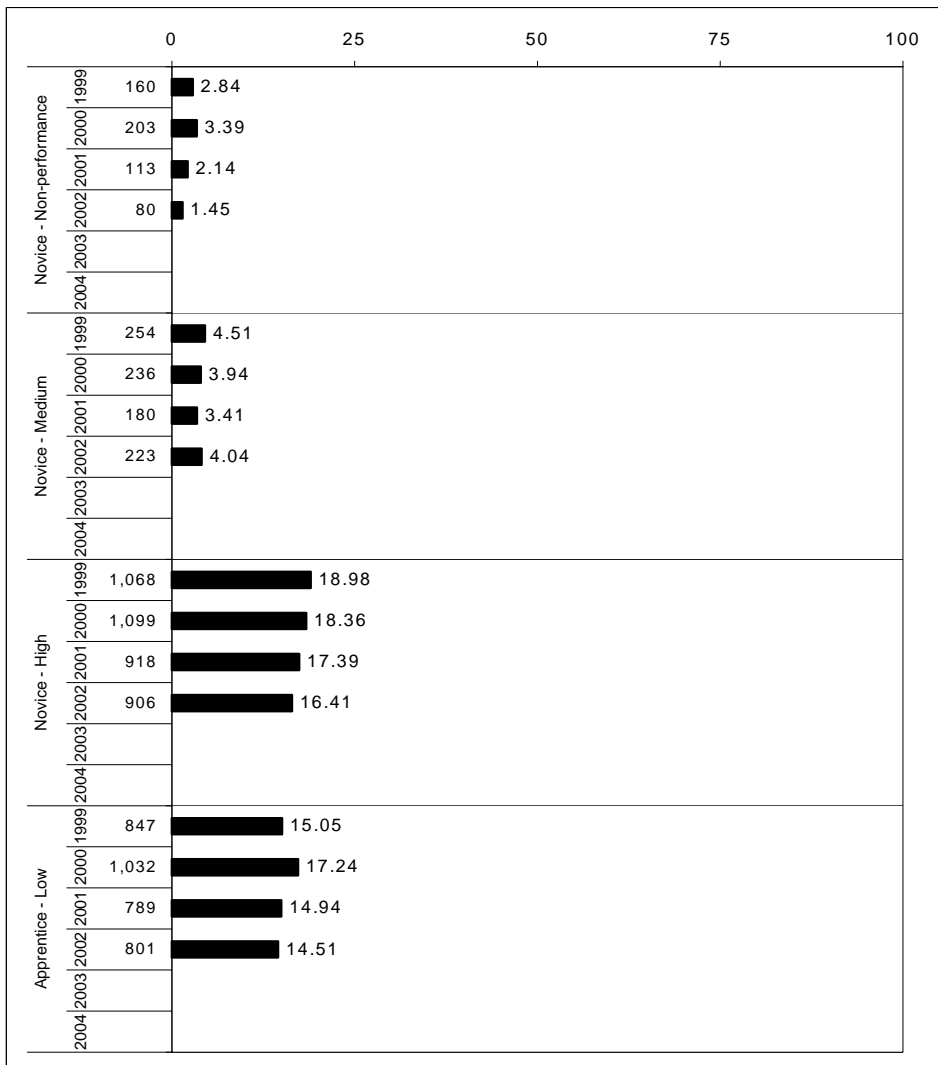
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							826	15%	573 (1.0)	6,341	16%	575 (0.4)
Not Participating							4,640	85%	529 (0.7)	33,829	84%	536 (0.2)
<i>Gap Participating vs Non-Participating</i>									44*			39*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							1,510	28%	514 (1.3)	11,677	29%	525 (0.4)
Not Approved (includes not coded)							3,956	72%	545 (0.7)	28,493	71%	549 (0.2)
<i>Gap Approved vs Not Approved</i>									-31*			-24*
Vocational/Technical Education												
Plans to/completed 3 credits in career area							1,707	31%	535 (0.9)	16,397	41%	539 (0.3)
Enrolled, student not concentrating							602	11%	528 (1.8)	7,622	19%	541 (0.5)
Not Vocational/Technical Education							3,157	58%	538 (0.9)	16,151	40%	545 (0.4)
<i>Gap Non-Voc/Tech vs 3 Credits</i>									3*			6*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>									10*			4*
Disability Status												
Students without Disabilities (includes not coded)							5,150	94%	539 (0.6)	37,147	92%	546 (0.2)
Students with Disabilities							316	6%	483 (3.2)	3,023	8%	492 (1.0)
Tested with Accommodations							192	4%	482 (3.7)	1,866	5%	485 (1.2)
Tested without Accommodations							124	2%	483 (5.9)	1,157	3%	503 (1.6)
<i>Gap With vs Without</i>									-56*			-54*
Alternate Portfolio							56	1%		344	1%	
Exemptions (On-Demand)												
Medical							13			87		
LEP							44			105		
Other							16			179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 11



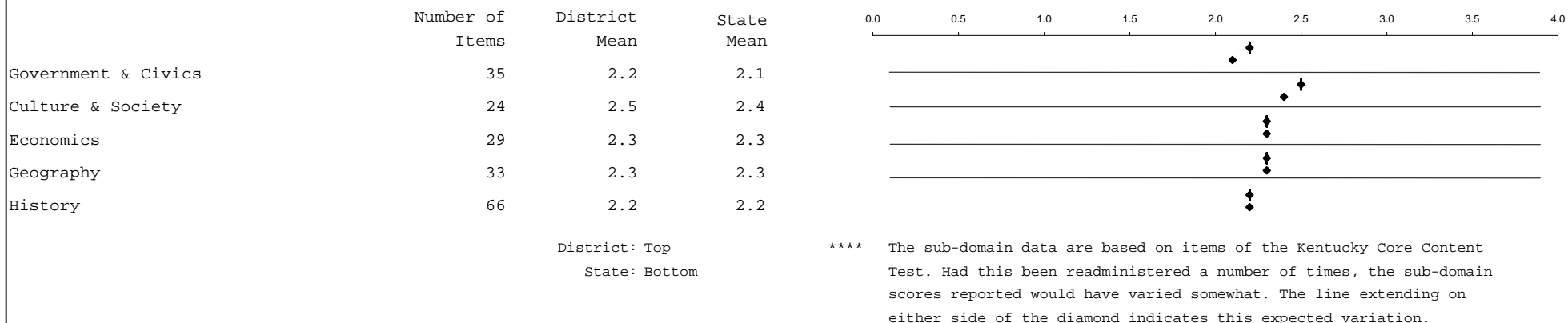
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 11

SOCIAL STUDIES SUB-DOMAIN MEAN SCORES



SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 11

OPEN RESPONSE	No. Items	REGION										STATE									School -State Mean		
		No. Observations	Percents								Mean	Std. Err.	No. Observations	Percents								Mean	
			B	0	1	2	3	4	B	0				1	2	3	4						
1.x.x - Government & Civics	8	7,225	2	8	21	38	27	5	2.0	0.0	53,058	1	8	23	40	24	4	1.9	0.1				
1.1.x - People Form Governments	4	3,459	2	8	22	37	27	5	2.0	0.0	26,284	1	8	23	39	24	5	1.9	0.1				
1.2.x - Limited and Shared Power	0	0									0												
1.3.x - Citizen:Rights/Responsib.	5	4,422	2	8	20	38	27	6	2.0	0.0	33,072	1	8	22	40	24	5	1.9	0.1				
2.x.x - Culture & Society	6	5,082	2	5	16	40	31	7	2.1	0.0	39,395	1	5	19	42	27	6	2.1	0.0				
2.1.x - Culture is a System	2	1,591	2	7	17	37	29	8	2.1	0.0	12,955	1	6	20	41	26	6	2.0	0.1				
2.2.x - Cultures Address Needs	0	0									0												
2.3.x - Social Institutions	1	931	1	3	14	45	30	7	2.2	0.0	6,632	1	3	16	45	27	7	2.2	0.0				
2.4.x - Social Interactions	3	2,560	2	5	16	39	31	6	2.1	0.0	19,808	1	5	20	41	27	5	2.0	0.1				
3.x.x - Economics	7	6,293	2	6	16	38	30	8	2.1	0.0	46,481	1	6	17	41	29	6	2.1	0.0				
3.1.x - Economic Problem:Scarcity	3	2,557	3	11	18	35	26	6	1.9	0.0	19,783	2	10	19	38	26	5	1.9	0.0				
3.2.x - Economic Sys./Institutions	0	0									0												
3.3.x - Market/Goods/Services	3	2,840	2	5	17	38	29	9	2.2	0.0	20,207	1	4	18	41	29	7	2.1	0.1				
3.4.x - Produce/Distribute/Consume	2	1,864	1	4	11	40	35	9	2.3	0.0	13,304	1	4	12	42	34	7	2.3	0.0				
4.x.x - Geography	7	6,292	2	5	18	41	27	6	2.1	0.0	46,441	1	5	21	42	26	5	2.0	0.1				
4.1.x - Earth's Surface Patterns	1	931	1	3	19	44	28	5	2.1	0.0	6,632	1	3	21	42	29	5	2.1	0.0				
4.2.x - Human/Phys. Char./Regions	2	1,591	2	3	20	43	26	6	2.1	0.0	12,955	1	3	24	45	22	4	2.0	0.1				
4.3.x - Humans/Move ... Interact	3	2,832	2	8	20	39	26	5	2.0	0.0	20,117	2	7	22	39	26	5	2.0	0.0				
4.4.x - Human/Environ. Interaction	2	1,869	2	3	13	42	31	8	2.2	0.0	13,369	1	3	15	45	29	7	2.2	0.0				
5.x.x - History	15	13,277	2	9	21	36	25	6	1.9	0.0	99,306	2	8	24	39	23	5	1.9	0.0				
5.1.x - History/Interpretive	6	5,393	2	7	20	37	27	7	2.0	0.0	39,870	2	7	23	38	25	6	2.0	0.0				
5.2.x - History of United States	9	8,229	3	10	22	35	25	6	1.9	0.0	60,107	2	8	25	38	23	5	1.9	0.0				
5.3.x - World History	3	2,559	3	10	25	36	22	5	1.8	0.0	19,768	2	9	26	39	20	4	1.8	0.0				

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 11

MULTIPLE CHOICE	No.	REGION						STATE					School -State
		No.	Percents				Std.	No.	Percents				
			Correct	Incorrect	Omit/Mult				Correct	Incorrect	Omit/Mult		
1.x.x - Government & Civics	27	29,322	66	34	0	0.66	0.00	218,497	66	34	0	0.66	0.00
1.1.x - People Form Governments	19	20,158	67	33	0	0.67	0.00	151,733	67	33	0	0.67	0.00
1.2.x - Limited and Shared Power	5	5,431	62	38	0	0.62	0.01	40,091	63	37	0	0.63	-0.01
1.3.x - Citizen:Rights/Responsib.	5	6,532	70	30	0	0.70	0.01	46,634	71	29	0	0.71	-0.01
2.x.x - Culture & Society	18	18,291	75	25	0	0.75	0.00	133,292	74	26	0	0.74	0.01
2.1.x - Culture is a System	4	3,835	78	22	0	0.78	0.01	27,071	78	22	0	0.78	0.00
2.2.x - Cultures Address Needs	5	6,330	79	21	0	0.79	0.01	46,607	78	22	0	0.78	0.01
2.3.x - Social Institutions	2	1,592	73	27	0	0.73	0.01	12,995	75	25	0	0.75	-0.02
2.4.x - Social Interactions	7	6,534	71	29	0	0.71	0.01	46,619	67	33	0	0.67	0.04
3.x.x - Economics	22	22,994	68	32	0	0.68	0.00	171,875	69	31	0	0.69	-0.01
3.1.x - Economic Problem:Scarcity	2	1,867	55	45	0	0.55	0.01	13,329	58	42	0	0.57	-0.02
3.2.x - Economic Sys./Institutions	9	10,404	68	32	0	0.68	0.00	78,943	69	31	0	0.69	-0.01
3.3.x - Market/Goods/Services	6	5,042	69	30	0	0.69	0.01	39,189	72	28	0	0.72	-0.03
3.4.x - Produce/Distribute/Consume	6	6,612	72	28	0	0.72	0.01	47,046	72	28	0	0.72	0.00
4.x.x - Geography	26	28,701	70	30	0	0.70	0.00	212,395	71	29	0	0.71	-0.01
4.1.x - Earth's Surface Patterns	5	6,258	71	29	0	0.71	0.01	46,285	71	29	0	0.71	0.00
4.2.x - Human/Phys. Char./Regions	9	8,194	64	36	0	0.64	0.01	59,871	64	36	0	0.64	0.00
4.3.x - Humans/Move ... Interact	5	5,360	64	35	0	0.64	0.01	39,809	65	35	0	0.65	-0.01
4.4.x - Human/Environ. Interaction	11	12,627	75	25	0	0.74	0.00	93,113	75	25	0	0.75	-0.01
5.x.x - History	51	51,962	67	33	0	0.67	0.00	384,514	66	34	0	0.66	0.01
5.1.x - History/Interpretive	7	9,162	70	30	0	0.70	0.00	66,629	68	32	0	0.68	0.02
5.2.x - History of United States	31	31,540	67	33	0	0.67	0.00	232,562	66	34	0	0.66	0.01
5.3.x - World History	19	19,496	67	33	0	0.67	0.00	145,385	66	35	0	0.65	0.02



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 11

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	143	3%	(2%)	1,632	30%	(28%)	2,761	51%	(53%)	689	13%	(15%)	241	4%	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	130	2%	(3%)	681	12%	(14%)	3,436	63%	(64%)	957	18%	(16%)	262	5%	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	83	2%	(2%)	343	6%	(7%)	1,149	21%	(23%)	3,646	67%	(66%)	245	4%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 do you read from a textbook	243	4%	(4%)	729	13%	(14%)	763	14%	(14%)	1,640	30%	(30%)	1,851	34%	(36%)
40 do you work on worksheets	481	9%	(6%)	961	18%	(14%)	1,093	20%	(18%)	1,631	30%	(35%)	1,057	19%	(26%)
41 do you use materials other than a textbook or worksheets	891	16%	(12%)	1,459	27%	(27%)	1,186	22%	(25%)	1,119	20%	(22%)	571	10%	(12%)
42 do you work with other students in pairs, small groups or teams	920	17%	(11%)	1,840	34%	(33%)	1,110	20%	(24%)	984	18%	(21%)	366	7%	(8%)
43 do you discuss current issues and topics	334	6%	(5%)	852	16%	(14%)	956	17%	(18%)	1,473	27%	(27%)	1,602	29%	(34%)
44 do you watch a video or television program	404	7%	(6%)	2,222	41%	(41%)	1,268	23%	(26%)	948	17%	(16%)	369	7%	(7%)
45 is instruction organized around essential questions	463	8%	(8%)	1,029	19%	(19%)	1,084	20%	(21%)	1,426	26%	(28%)	1,179	22%	(22%)
46 does your teacher give you a scoring guide for an assignment before you begin the assignment	1,502	27%	(25%)	1,557	28%	(31%)	730	13%	(15%)	719	13%	(14%)	706	13%	(12%)
47 do you answer open-response items	504	9%	(10%)	2,745	50%	(45%)	1,084	20%	(23%)	592	11%	(14%)	298	5%	(6%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

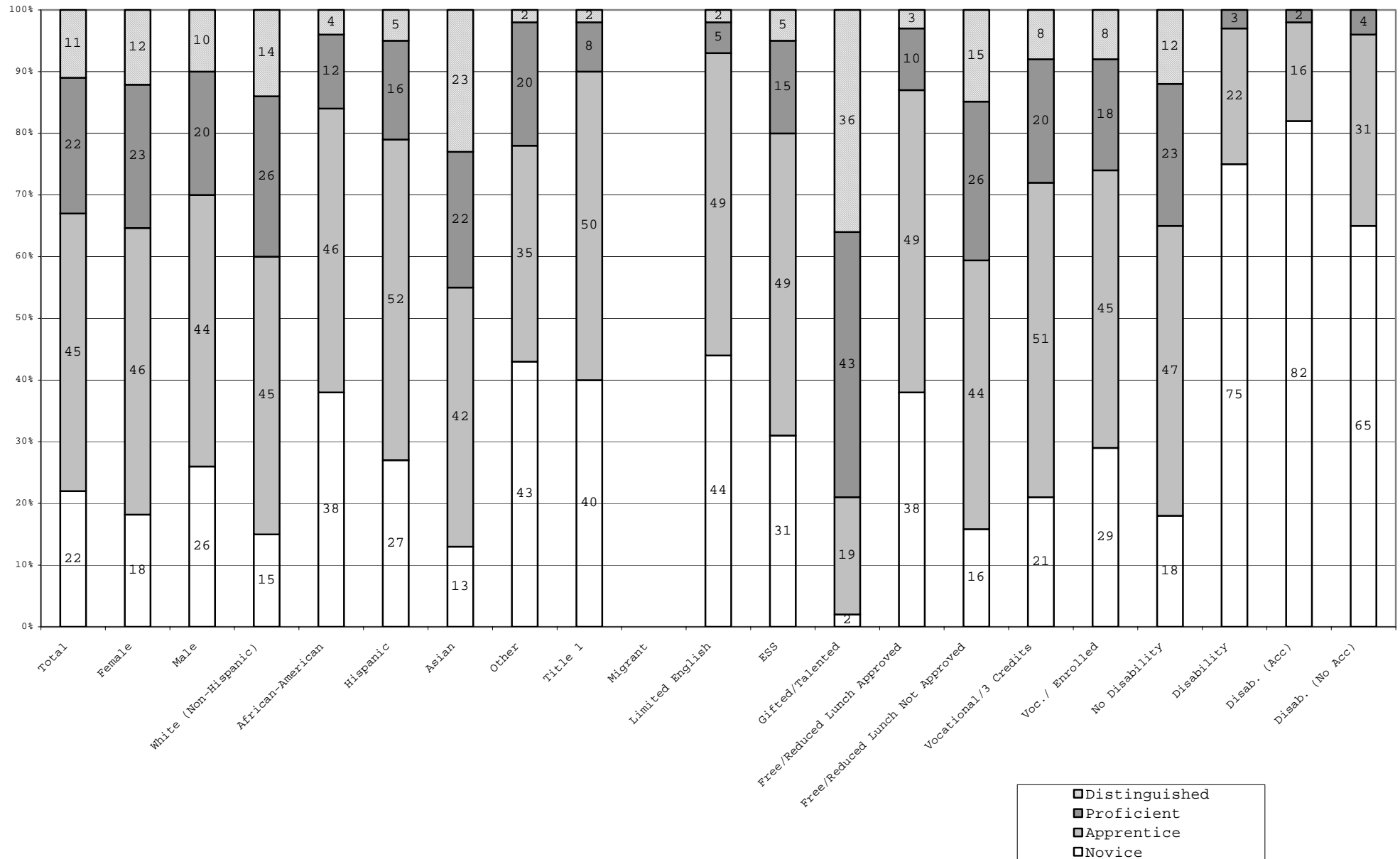
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES DISAGGREGATION
Performance Level Percents

District: REGION 3
Code: 903
Grade: 11

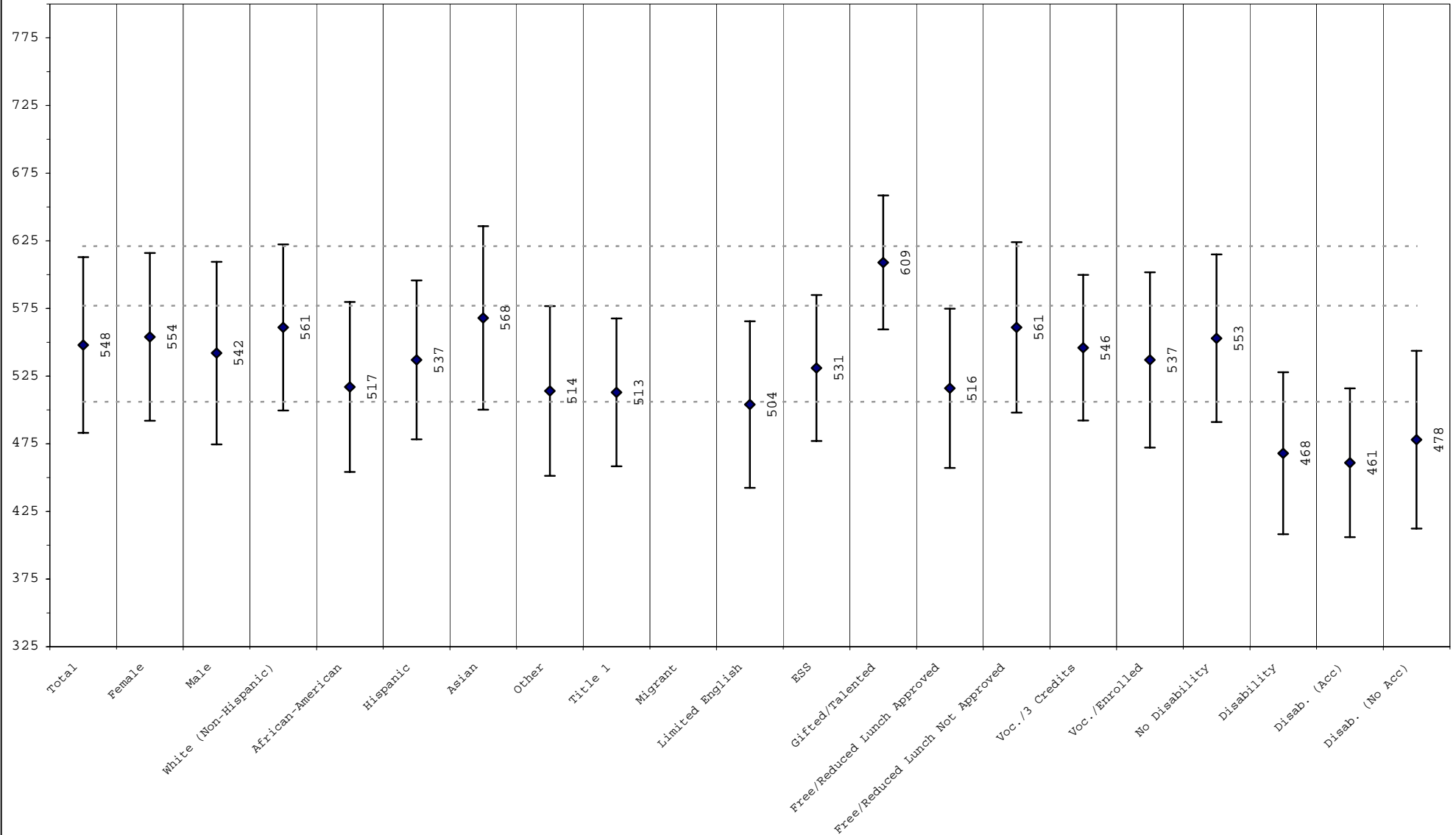


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SOCIAL STUDIES

District: REGION 3
 Code: 903
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: REGION 3
 Code: 903
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							5,466		548 (0.9)	40,170		547 (0.3)
Gender:												
Female							2,841	52%	554 (1.2)	20,033	50%	554 (0.4)
Male							2,624	48%	542 (1.3)	20,100	50%	541 (0.4)
Gap Female vs Male									12*			13*
Ethnicity												
White (Non-Hispanic)							3,757	69%	561 (1.0)	35,552	89%	550 (0.3)
African-American							1,481	27%	517 (1.6)	3,339	8%	518 (1.1)
Hispanic							62	1%	537 (7.5)	307	1%	538 (3.8)
Asian							100	2%	568 (6.8)	324	1%	575 (3.7)
Other							51	1%	514 (8.8)	479	1%	542 (3.0)
Gap White vs African American									44*			32*
Gap White vs Hispanic									24*			12*
Gap White vs Asian									-7			-25*
Gap White vs Other									47*			8*
Title I												
Participating Students							1,048	19%	513 (1.7)	4,306	11%	529 (0.9)
Not Participating							4,418	81%	557 (1.0)	35,864	89%	549 (0.3)
Gap Participating vs Non-Participating									-44*			-20*
Migrant Program												
Participating Students										104		517 (5.7)
Not Participating							5,466	100%	548 (0.9)	40,066	100%	547 (0.3)
Gap Participating vs Non-Participating												-30*
Limited English Proficiency												
Participating Students							57	1%	504 (8.2)	128		506 (5.4)
Not Participating							5,409	99%	549 (0.9)	40,042	100%	547 (0.3)
Gap Participating vs Non-Participating									-45*			-41*
Extended School Services												
Participating Students							638	12%	531 (2.1)	5,570	14%	544 (0.8)
Not Participating							4,828	88%	551 (0.9)	34,600	86%	548 (0.3)
Gap Participating vs Non-Participating									-20*			-4*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: REGION 3
 Code: 903
 Grade: 11

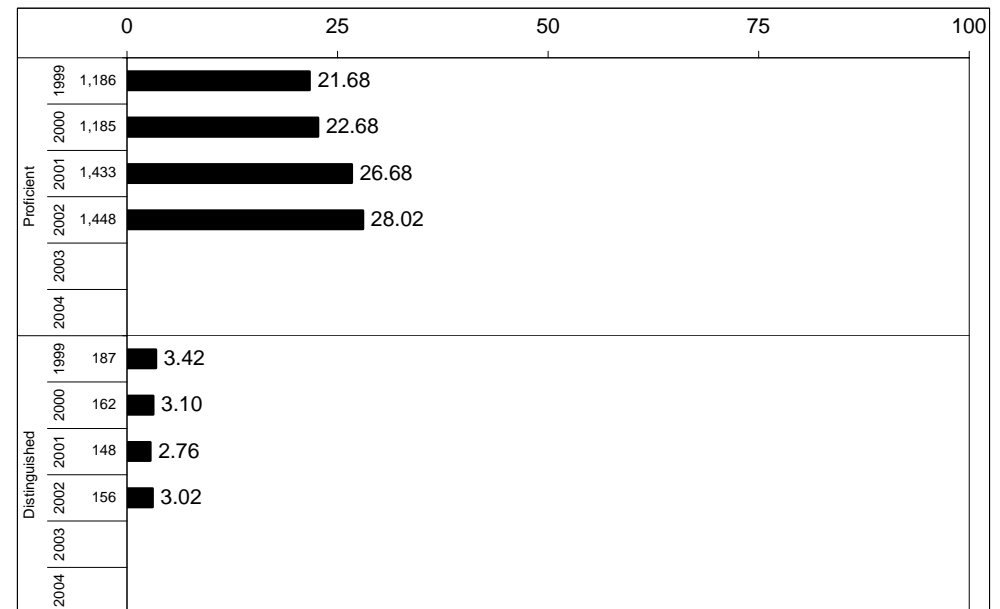
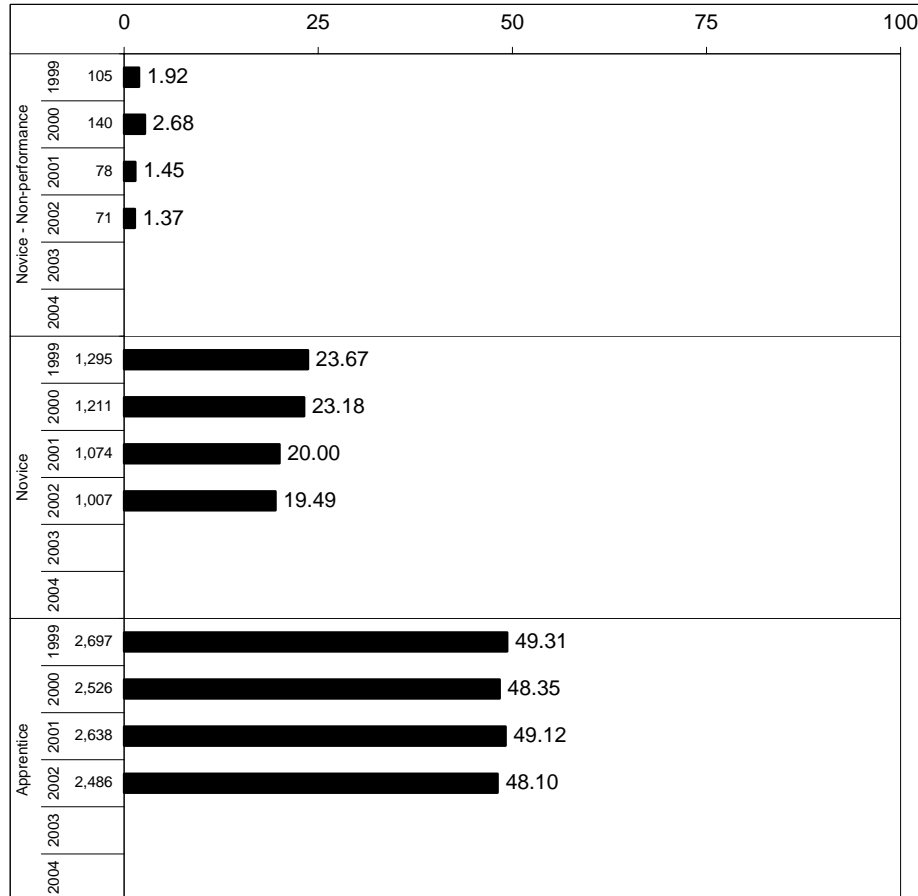
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							826	15%	609 (1.7)	6,341	16%	599 (0.6)
Not Participating							4,640	85%	538 (0.9)	33,829	84%	538 (0.3)
<i>Gap Participating vs Non-Participating</i>									71*			61*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							1,510	28%	516 (1.5)	11,677	29%	521 (0.5)
Not Approved (includes not coded)							3,956	72%	561 (1.0)	28,493	71%	558 (0.3)
<i>Gap Approved vs Not Approved</i>									-45*			-37*
Vocational/Technical Education												
Plans to/completed 3 credits in career area							1,707	31%	546 (1.3)	16,397	41%	542 (0.4)
Enrolled, student not concentrating							602	11%	537 (2.6)	7,622	19%	544 (0.7)
Not Vocational/Technical Education							3,157	58%	552 (1.2)	16,151	40%	553 (0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>									6*			11*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>									15*			9*
Disability Status												
Students without Disabilities (includes not coded)							5,150	94%	553 (0.9)	37,147	92%	553 (0.3)
Students with Disabilities							316	6%	468 (3.4)	3,023	8%	474 (1.0)
Tested with Accommodations							192	4%	461 (4.0)	1,866	5%	465 (1.2)
Tested without Accommodations							124	2%	478 (5.9)	1,157	3%	489 (1.7)
<i>Gap With vs Without</i>									-85*			-79*
Alternate Portfolio							56	1%		344	1%	
Exemptions (On-Demand)												
Medical							13			87		
LEP							44			105		
Other							16			179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO TREND DATA
Number and Percent

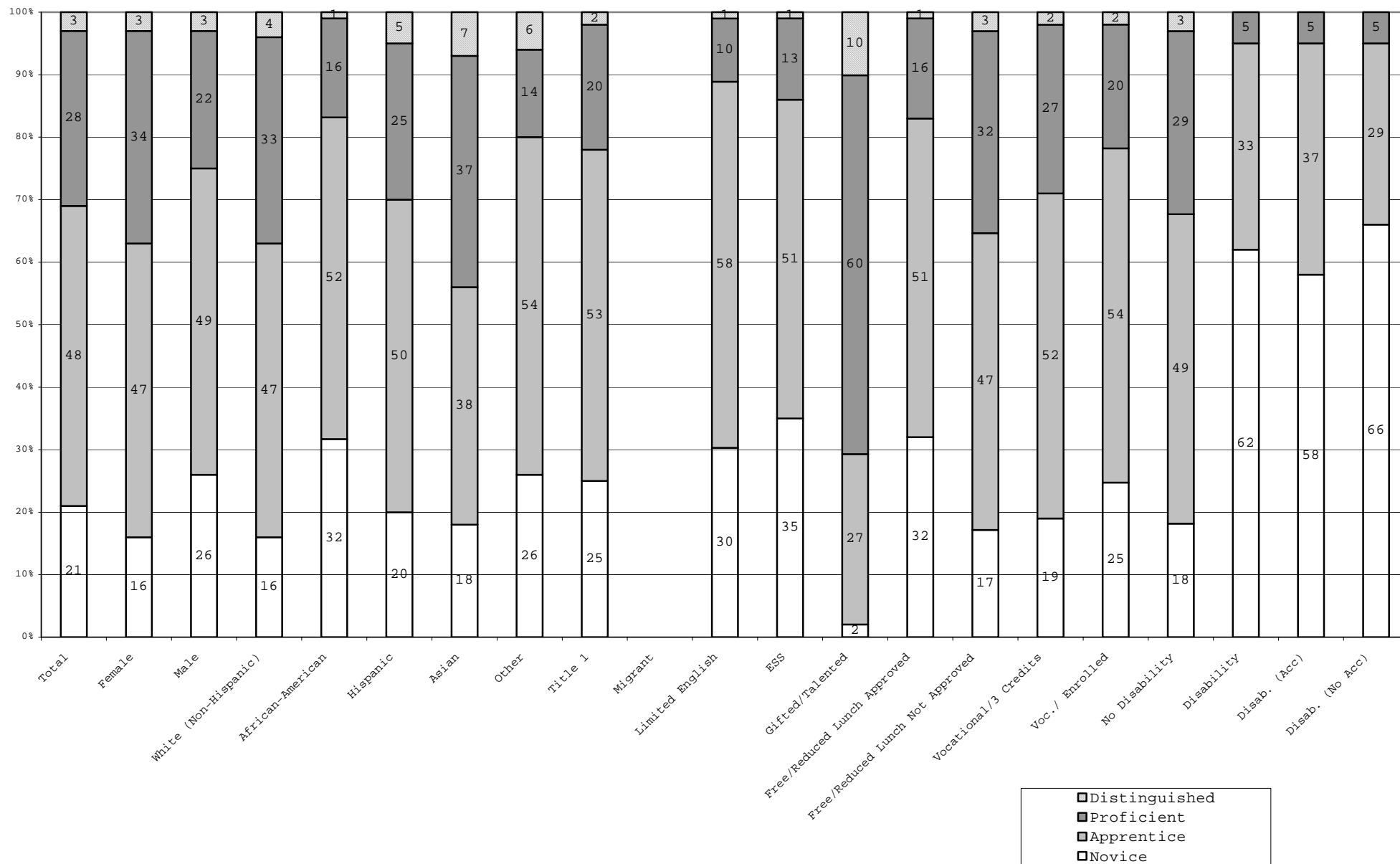
District: REGION 3
 Code: 903
 Grade: 12



Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO DISAGGREGATION
Performance Level Percents

District: REGION 3
Code: 903
Grade: 12



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
WRITING PORTFOLIO

District: REGION 3
 Code: 903
 Grade: 12

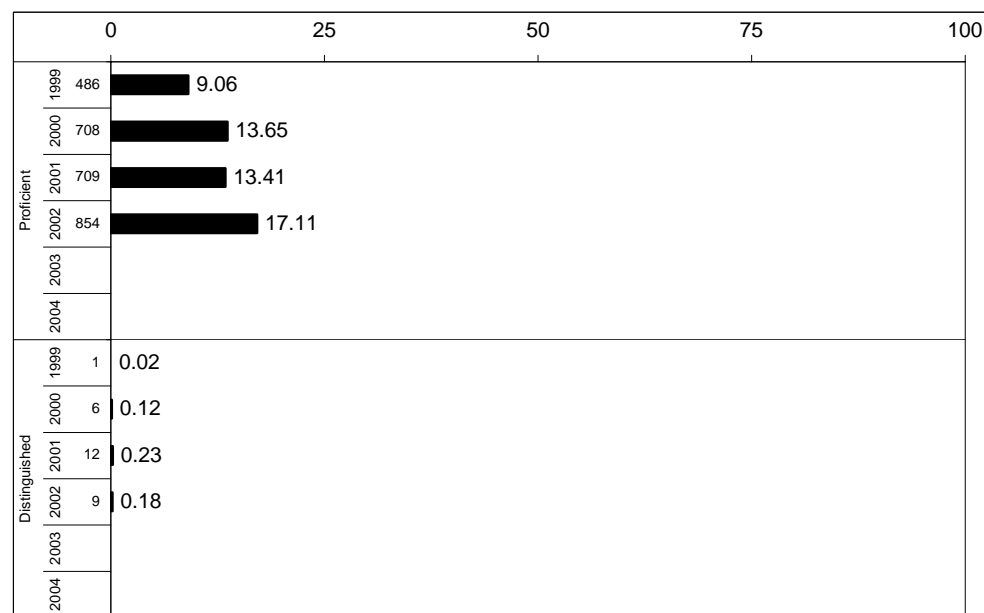
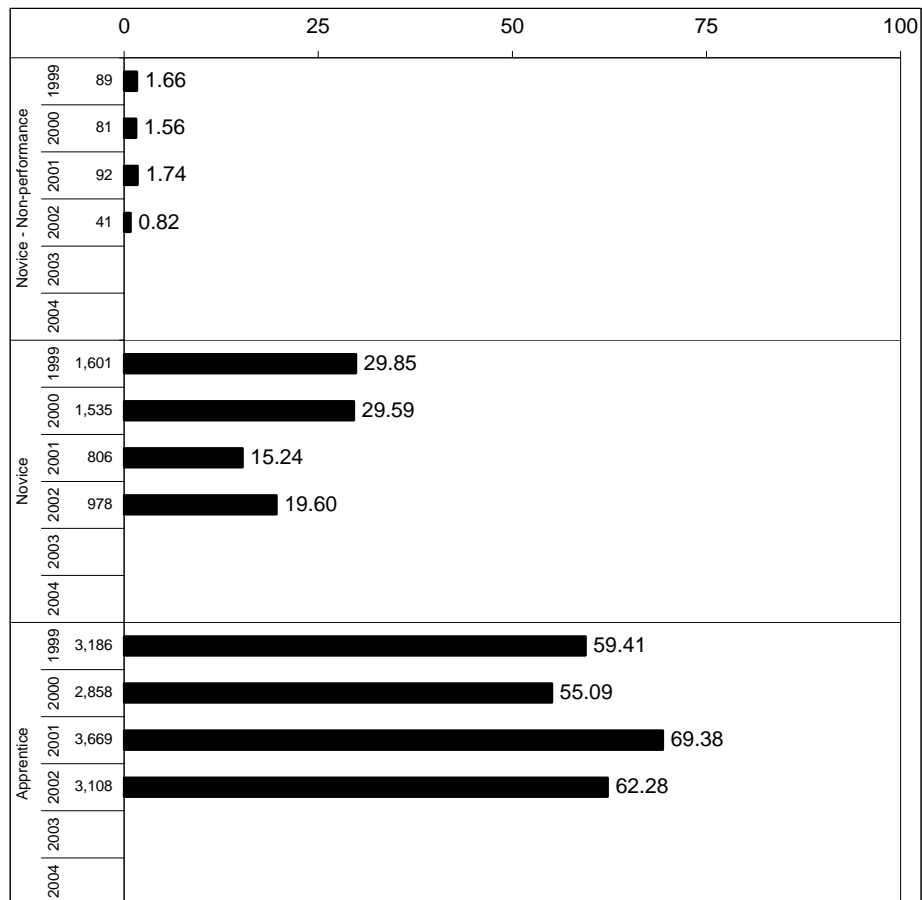
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total					5,112		37,087	
Gender:								
Female					2,711	53	18,966	51
Male					2,389	47	18,059	49
Ethnicity								
White (Non-Hispanic)					3,436	67	32,618	88
African-American					1,431	28	3,222	9
Hispanic					64	1	279	1
Asian					116	2	346	1
Other					50	1	436	1
Title I					902	18	3,832	10
Migrant Program					2		62	
Limited English Proficiency					89	2	182	
Extended School Services					584	11	4,070	11
Gifted and Talented Program					668	13	5,481	15
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals					1,314	26	9,480	26
Not Approved (includes not coded)					3,798	74	27,607	74
Vocational/Technical Education								
Plans to/completed 3 credits in career area					1,639	32	15,947	43
Enrolled, student not concentrating					881	17	7,434	20
Disability Status								
Students without Disabilities (includes not coded)					4,849	95	34,788	94
Students with Disabilities					263	5	2,299	6
Tested with Accommodations					145	3	1,262	3
Tested without Accommodations					118	2	1,037	3
Alternate Portfolio					56	1%	344	1%
Exemptions (Portfolio)								
Medical					4		17	
LEP					12		47	
Other					92		336	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING TREND DATA
Number and Percent

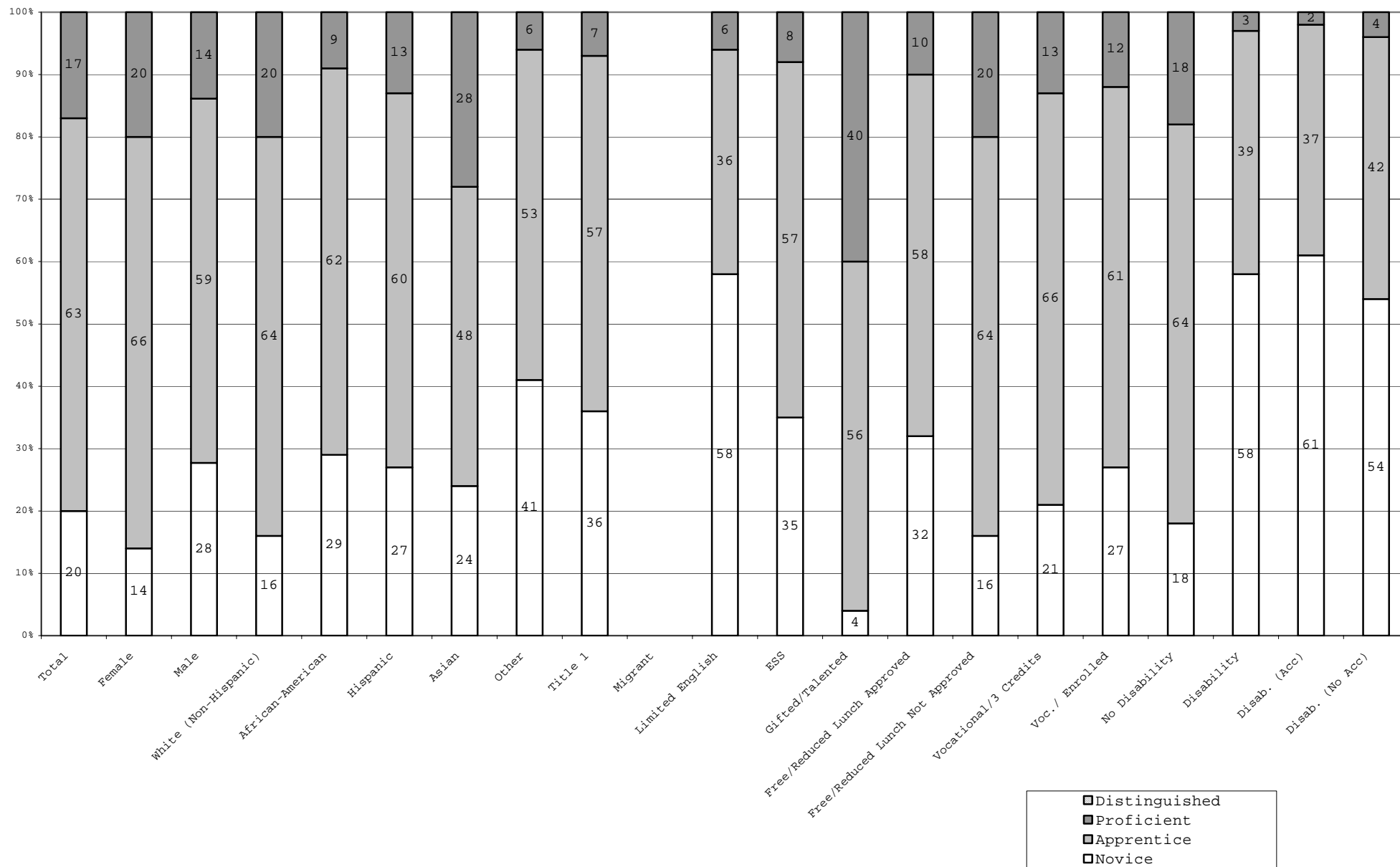
District: REGION 3
 Code: 903
 Grade: 12





SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING DISAGGREGATION
Performance Level Percents

District: REGION 3
 Code: 903
 Grade: 12



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
ON-DEMAND WRITING

District: REGION 3
 Code: 903
 Grade: 12

	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total					4,945		36,950	
Gender:								
Female					2,616	53%	18,869	51%
Male					2,317	47%	18,028	49%
Ethnicity								
White (Non-Hispanic)					3,302	67%	32,540	88%
African-American					1,393	28%	3,174	9%
Hispanic					60	1%	278	1%
Asian					115	2%	347	1%
Other					49	1%	440	1%
Title I					860	17%	3,798	10%
Migrant Program					2		63	
Limited English Proficiency					84	2%	166	
Extended School Services					587	12%	4,063	11%
Gifted and Talented Program					669	14%	5,486	15%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals					1,300	26%	9,522	26%
Not Approved (includes not coded)					3,645	74%	27,428	74%
Vocational/Technical Education								
Plans to/completed 3 credits in career area					1,642	33%	15,918	43%
Enrolled, student not concentrating					885	18%	7,454	20%
Disability Status								
Students without Disabilities (includes not coded)					4,682	95%	34,638	94%
Students with Disabilities					263	5%	2,312	6%
Tested with Accommodations					145	3%	1,277	3%
Tested without Accommodations					118	2%	1,035	3%
Alternate Portfolio					56	1%	344	1%
Exemptions (On-Demand)								
Medical					8		42	
LEP					20		58	
Other					14		161	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.

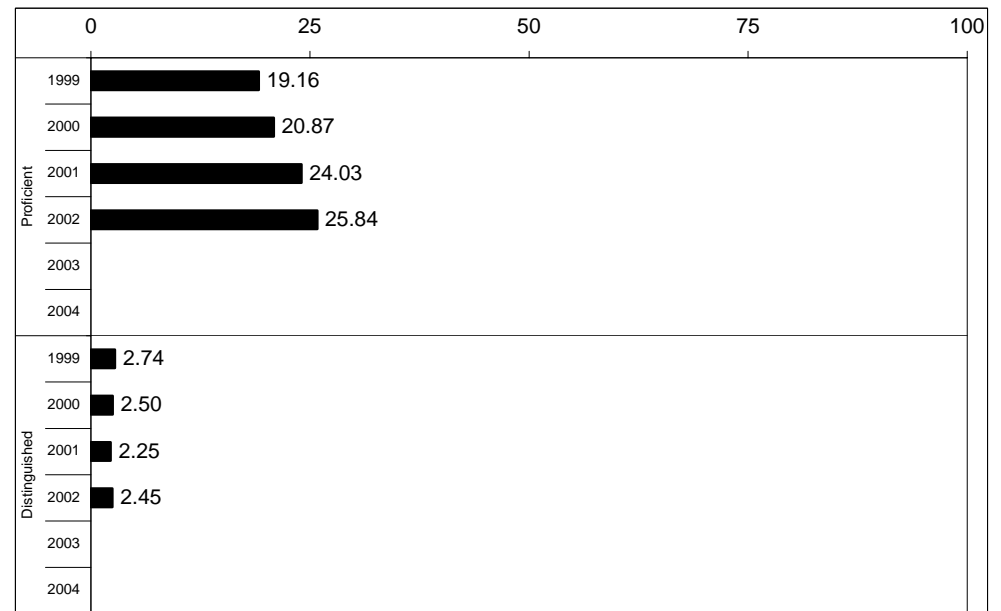
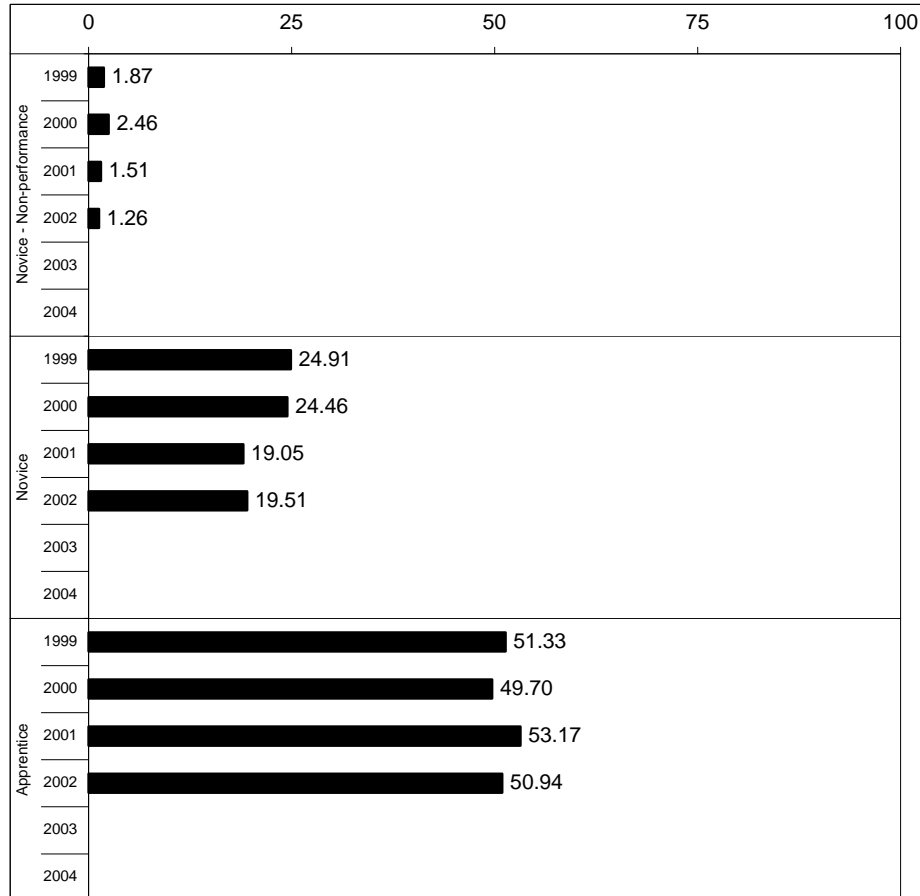


SPRING 2002
KENTUCKY PERFORMANCE REPORT
TOTAL WRITING TREND DATA
Percent

District: REGION 3

Code: 903

Grade: 12





SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 12

		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
01 How well do you think you did on this test		24	0%	(1%)	179	4%	(5%)	3,100	63%	(69%)	1,032	21%	(18%)	599	12%	(8%)
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
02 How hard did you try on this test		32	1%	(1%)	203	4%	(5%)	1,069	22%	(24%)	3,026	61%	(62%)	604	12%	(8%)
		<u>Sometimes but</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>		
03 How often have you written in the forms (e.g.,letter,article,editorial,speech) asked for on the On-Demand section of this test		149	3%	(5%)	2,679	54%	(58%)	751	15%	(16%)	594	12%	(11%)	151	3%	(3%)
		<u>Never</u>			<u>Not Every Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>		
		<u>Yes</u>			<u>No</u>			<u>Invalid Response</u>								
04 Did you keep a working writing folder before this school year		3,852	78%	(81%)	452	9%	(10%)	630	13%	(8%)						

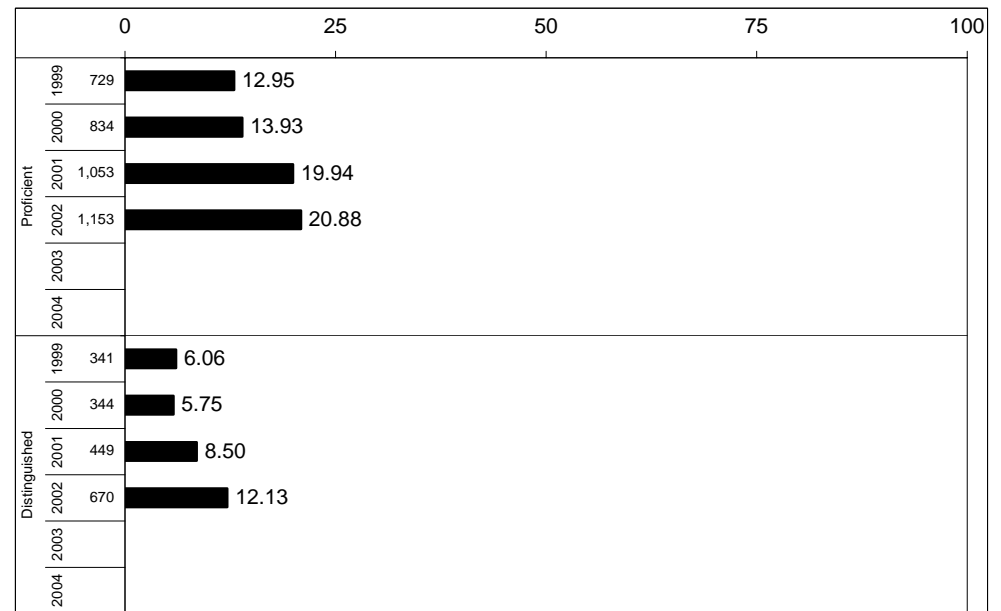
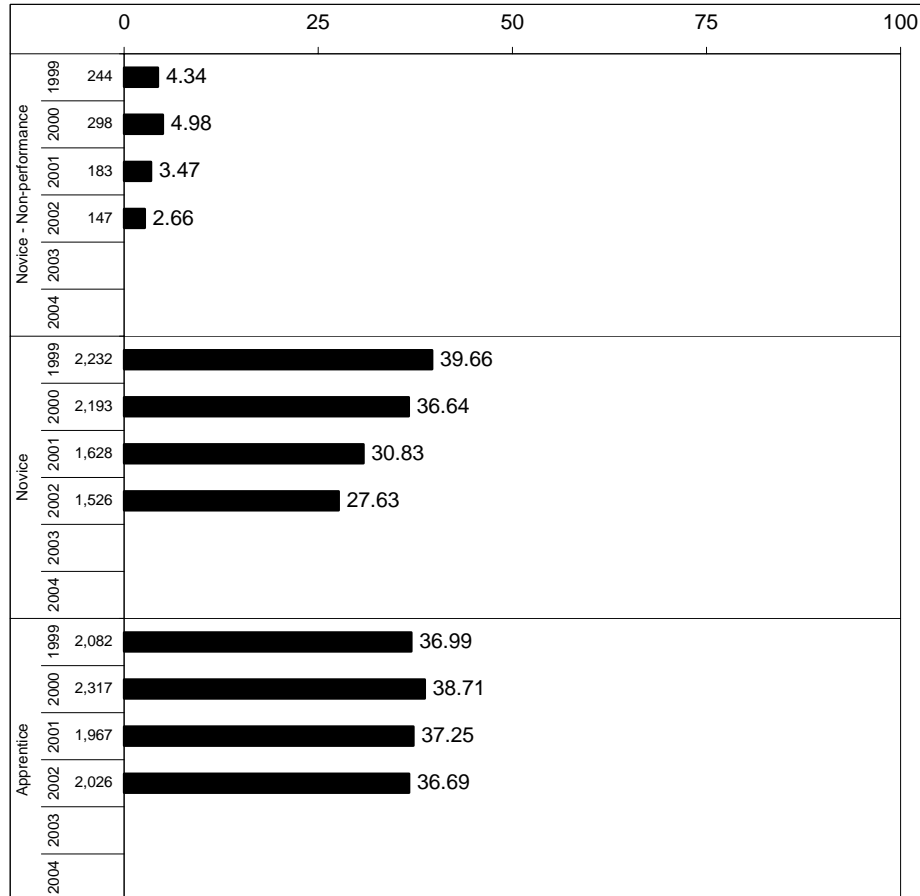
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 11

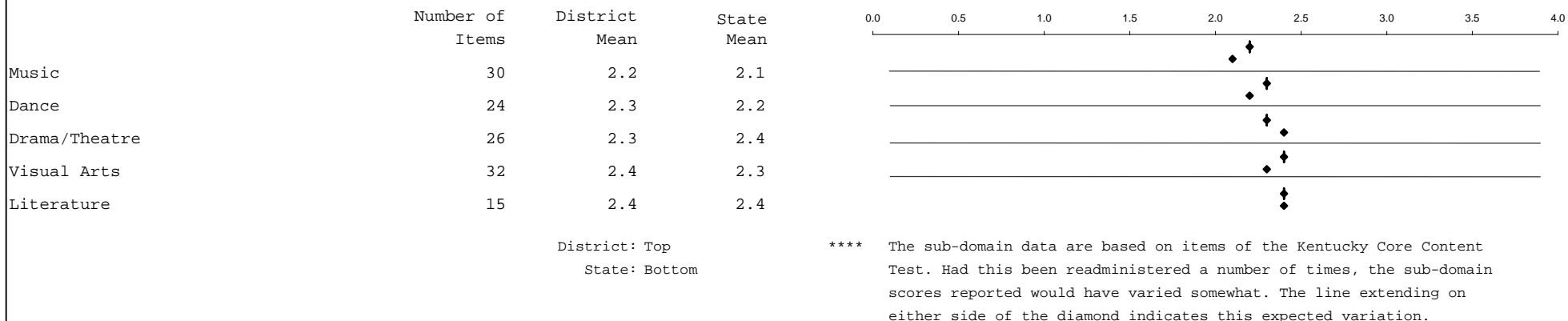




SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 11

ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES



SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 11

OPEN RESPONSE	No. Items	No. Observations	REGION								STATE								School -State Mean		
			Percents						Mean	Std. Err.	No. Observations	Percents						Mean			
	B	0	1	2	3	4	B	0				1	2	3	4						
1.x.x - Music	6	2,831	2	6	17	40	26	9	2.1	0.0	20,163	2	6	19	42	23	7	2.0	0.1		
2.x.x - Dance	4	1,866	3	8	18	39	24	8	2.0	0.0	13,288	2	10	20	38	23	7	1.9	0.1		
3.x.x - Drama/Theatre	4	1,646	3	5	16	40	25	11	2.2	0.0	13,131	2	5	16	41	26	10	2.2	0.0		
4.x.x - Visual Arts	6	2,524	3	4	15	39	28	10	2.2	0.0	19,637	1	4	18	41	26	10	2.2	0.0		
5.x.x - Literature	4	1,851	2	4	16	37	28	12	2.2	0.0	13,319	1	5	20	39	26	9	2.1	0.1		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Music	24	10,444	59	41	0	0.59	0.00	79,155	60	40	0	0.59	0.00								
2.x.x - Dance	20	9,119	69	30	0	0.69	0.00	66,587	70	30	0	0.70	-0.01								
3.x.x - Drama/Theatre	22	10,000	64	35	0	0.64	0.00	73,045	65	35	0	0.65	-0.01								
4.x.x - Visual Arts	26	11,378	63	37	0	0.63	0.00	85,805	63	37	0	0.63	0.00								
5.x.x - Literature	11	4,636	64	36	0	0.64	0.01	36,078	63	37	0	0.63	0.01								

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 11

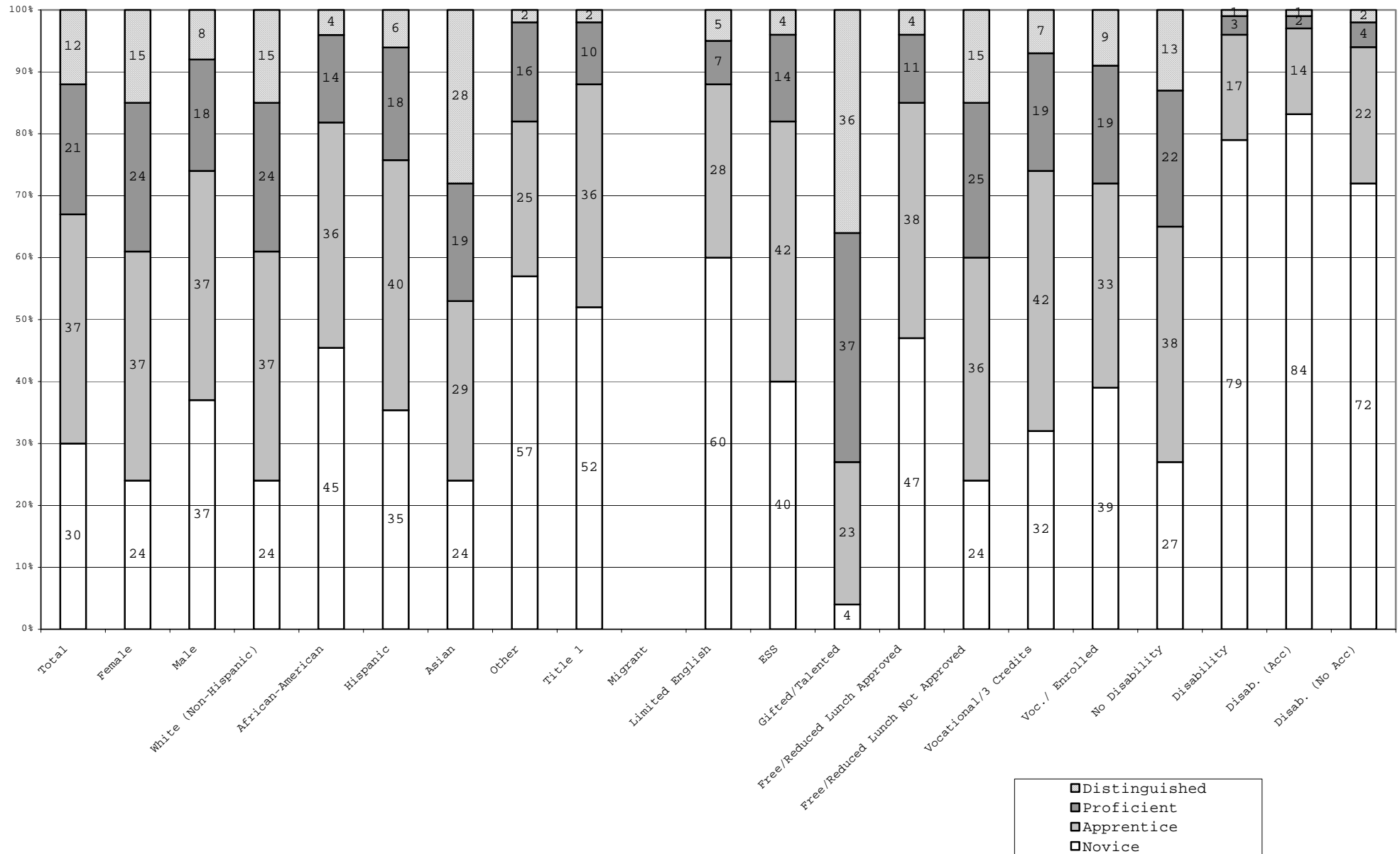
	<u>None of the Questions</u>		<u>Some of the Questions</u>		<u>Most of the Questions</u>		<u>All of the Questions</u>		<u>Invalid Response</u>
16 How many of the arts and humanities questions tested things you learned in school	920	17% (11%)	2,798	51% (50%)	1,044	19% (29%)	285	5% (6%)	419 8% (5%)
17 How well do you think you did on this test	<u>I Did Very Poorly</u>		<u>I Did Poorly</u>		<u>I Did Well</u>		<u>I Did Very Well</u>		<u>Invalid Response</u>
	373	7% (7%)	1,323	24% (24%)	2,848	52% (55%)	493	9% (9%)	429 8% (5%)
18 How hard did you try on this test	<u>I Did Not Try</u>		<u>I Tried a Little</u>		<u>I Tried a Lot</u>		<u>I Tried Very Hard</u>		<u>Invalid Response</u>
	89	2% (2%)	344	6% (8%)	1,083	20% (21%)	3,529	65% (64%)	421 8% (5%)
19 During a typical school week, how much class time do you spend on arts and humanities	<u>No Time</u>		<u>Less Than 1 Hour</u>		<u>1-2 Hours</u>		<u>3-4 Hours</u>		<u>Invalid Response</u>
	1,462	27% (23%)	1,184	22% (23%)	911	17% (22%)	558	10% (9%)	949 17% (18%)
20 How often do you complete written assignments about arts and humanities	<u>Never</u>		<u>Sometimes but not every Week</u>		<u>Once a Week</u>		<u>Two or Three times a Week</u>		<u>Invalid Response</u>
	1,569	29% (26%)	1,728	32% (35%)	679	12% (14%)	752	14% (13%)	340 6% (6%)
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music, visual arts and literature	<u>YES</u>		<u>NO</u>		<u>Invalid Response</u>				
	2,670	49% (58%)	2,246	41% (35%)	550	10% (7%)			

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

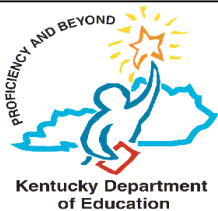
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES DISAGGREGATION
Performance Level Percents

District: REGION 3
Code: 903
Grade: 11

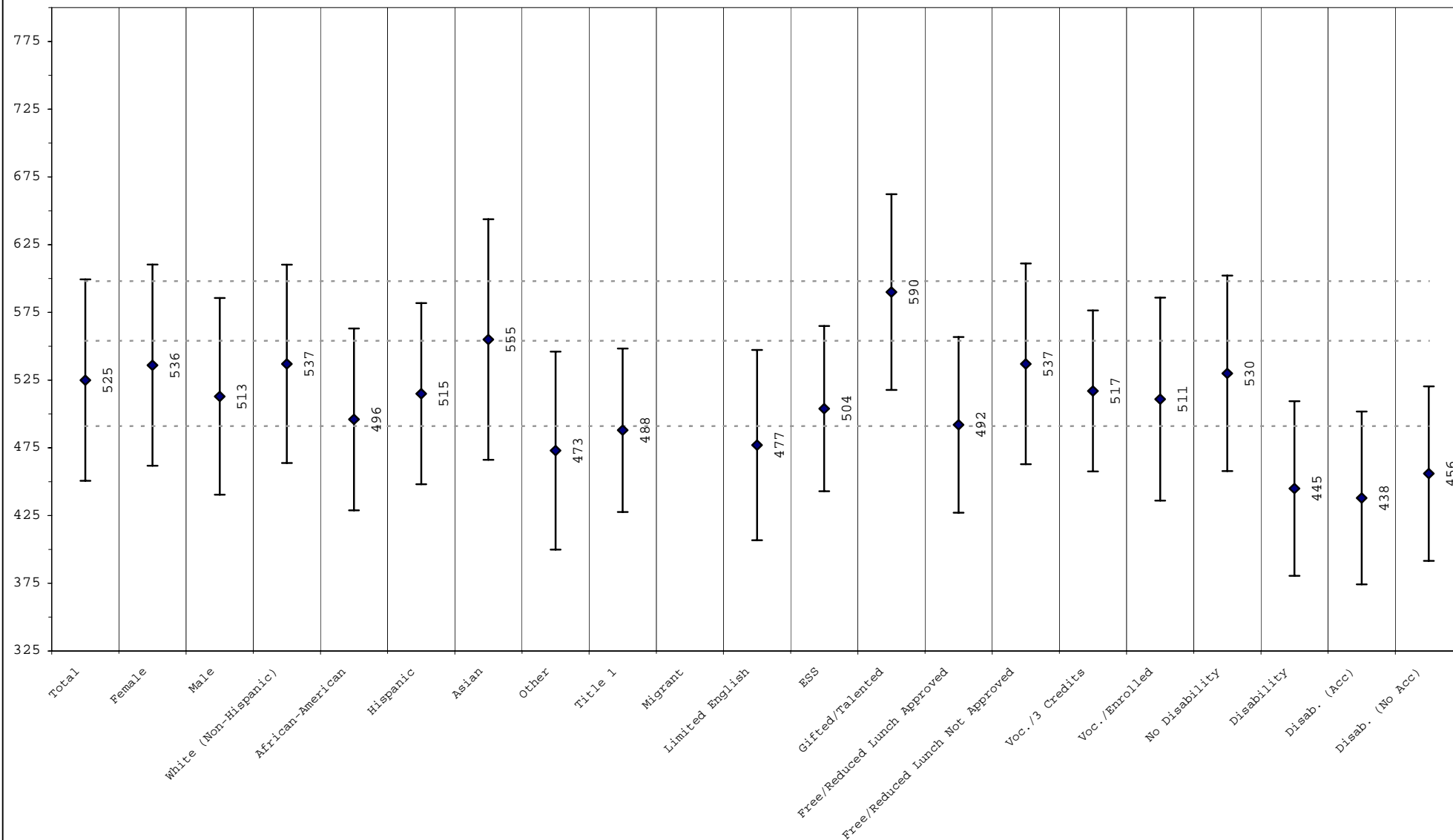


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
ARTS & HUMANITIES

District: REGION 3
 Code: 903
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: REGION 3
 Code: 903
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							5,466		525 (1.0)	40,170		523 (0.3)
Gender:												
Female							2,841	52%	536 (1.4)	20,033	50%	537 (0.5)
Male							2,624	48%	513 (1.4)	20,100	50%	510 (0.5)
Gap Female vs Male									23*			27*
Ethnicity												
White (Non-Hispanic)							3,757	69%	537 (1.2)	35,552	89%	526 (0.4)
African-American							1,481	27%	496 (1.7)	3,339	8%	496 (1.2)
Hispanic							62	1%	515 (8.5)	307	1%	515 (3.9)
Asian							100	2%	555 (8.9)	324	1%	554 (4.7)
Other							51	1%	473 (10.2)	479	1%	513 (3.3)
Gap White vs African American									41*			30*
Gap White vs Hispanic									22*			11*
Gap White vs Asian									-18*			-28*
Gap White vs Other									64*			13*
Title I												
Participating Students							1,048	19%	488 (1.9)	4,306	11%	504 (1.0)
Not Participating							4,418	81%	534 (1.1)	35,864	89%	526 (0.4)
Gap Participating vs Non-Participating									-46*			-22*
Migrant Program												
Participating Students										104		489 (6.2)
Not Participating							5,466	100%	525 (1.0)	40,066	100%	523 (0.3)
Gap Participating vs Non-Participating												-34*
Limited English Proficiency												
Participating Students							57	1%	477 (9.3)	128		480 (6.1)
Not Participating							5,409	99%	525 (1.0)	40,042	100%	524 (0.3)
Gap Participating vs Non-Participating									-48*			-44*
Extended School Services												
Participating Students							638	12%	504 (2.4)	5,570	14%	519 (0.9)
Not Participating							4,828	88%	527 (1.1)	34,600	86%	524 (0.4)
Gap Participating vs Non-Participating									-23*			-5*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: REGION 3
 Code: 903
 Grade: 11

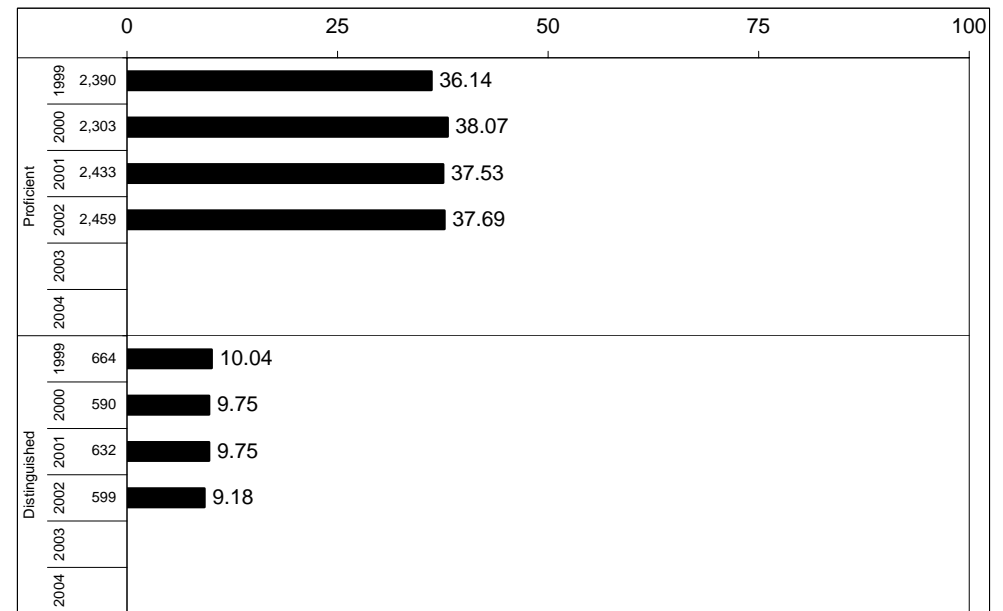
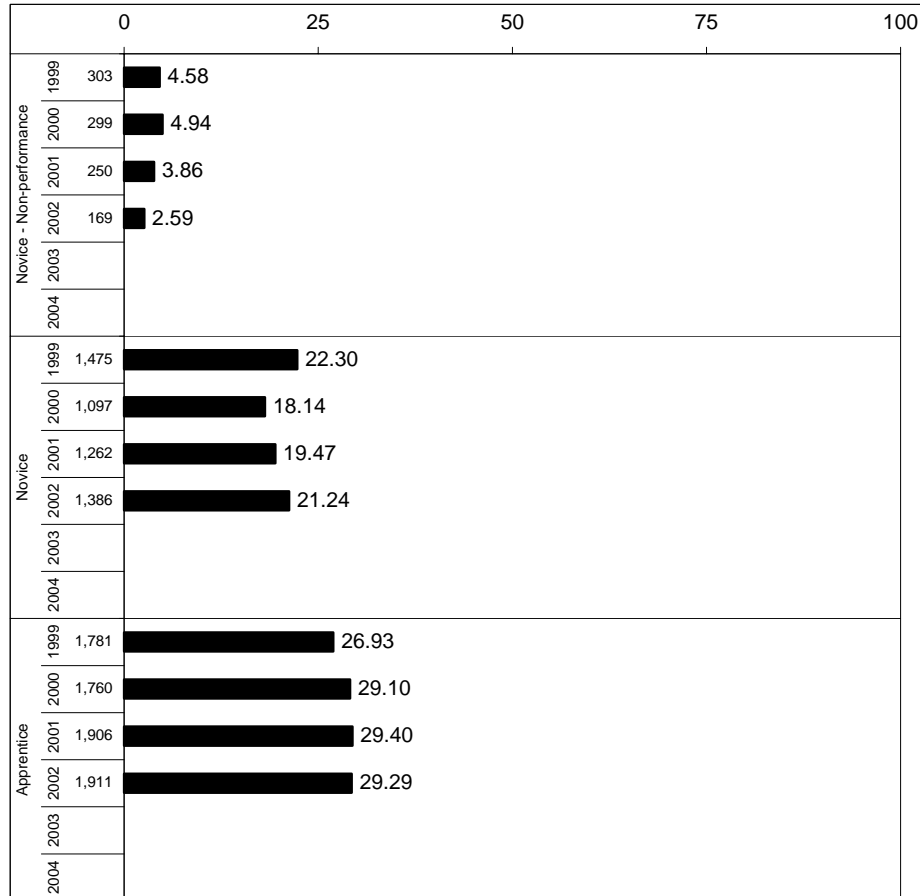
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							826	15%	590 (2.5)	6,341	16%	580 (0.9)
Not Participating							4,640	85%	513 (1.0)	33,829	84%	513 (0.4)
<i>Gap Participating vs Non-Participating</i>									77*			67*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							1,510	28%	492 (1.7)	11,677	29%	497 (0.6)
Not Approved (includes not coded)							3,956	72%	537 (1.2)	28,493	71%	534 (0.4)
<i>Gap Approved vs Not Approved</i>									-45*			-37*
Vocational/Technical Education												
Plans to/completed 3 credits in career area							1,707	31%	517 (1.4)	16,397	41%	516 (0.5)
Enrolled, student not concentrating							602	11%	511 (3.1)	7,622	19%	521 (0.8)
Not Vocational/Technical Education							3,157	58%	531 (1.4)	16,151	40%	532 (0.6)
<i>Gap Non-Voc/Tech vs 3 Credits</i>									14*			16*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>									20*			11*
Disability Status												
Students without Disabilities (includes not coded)							5,150	94%	530 (1.0)	37,147	92%	529 (0.3)
Students with Disabilities							316	6%	445 (3.6)	3,023	8%	448 (1.1)
Tested with Accommodations							192	4%	438 (4.6)	1,866	5%	439 (1.4)
Tested without Accommodations							124	2%	456 (5.8)	1,157	3%	463 (1.9)
<i>Gap With vs Without</i>									-85*			-81*
Alternate Portfolio							56	1%		344	1%	
Exemptions (On-Demand)												
Medical							13			87		
LEP							44			105		
Other							16			179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs TREND DATA
Number and Percent

District: REGION 3
 Code: 903
 Grade: 10





SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS SUB-DOMAIN

District: REGION 3
 Code: 903
 Grade: 10

PL/VS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Health	41	2.2	2.3									
Physical Education	N/A											
Consumerism	17	2.3	2.3									
Jobs/Careers	51	2.2	2.2									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS CORE CONTENT

District: REGION 3
 Code: 903
 Grade: 10

OPEN RESPONSE	No. Items	REGION									STATE									School -State	
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	Mean
			B	0	1	2	3	4	B				0	1	2	3	4				
PRACTICAL LIVING																					
1.x.x - Health	9	4,791	1	4	23	41	25	7	2.0	0.0	33,503	1	4	23	40	25	7	2.1	-0.1		
2.x.x - Physical Education	2	1,035	2	5	19	38	28	9	2.1	0.0	7,358	1	5	19	41	26	8	2.1	0.0		
3.x.x - Consumerism	3	1,564	1	5	22	37	27	7	2.1	0.0	11,022	1	4	23	39	26	7	2.1	0.0		
VOCATIONAL STUDIES																					
4.x.x - Job/Career	10	5,320	2	4	21	39	27	7	2.1	0.0	37,167	1	4	23	40	26	7	2.1	0.0		



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs QUESTIONNAIRE DATA

District: REGION 3
 Code: 903
 Grade: 10

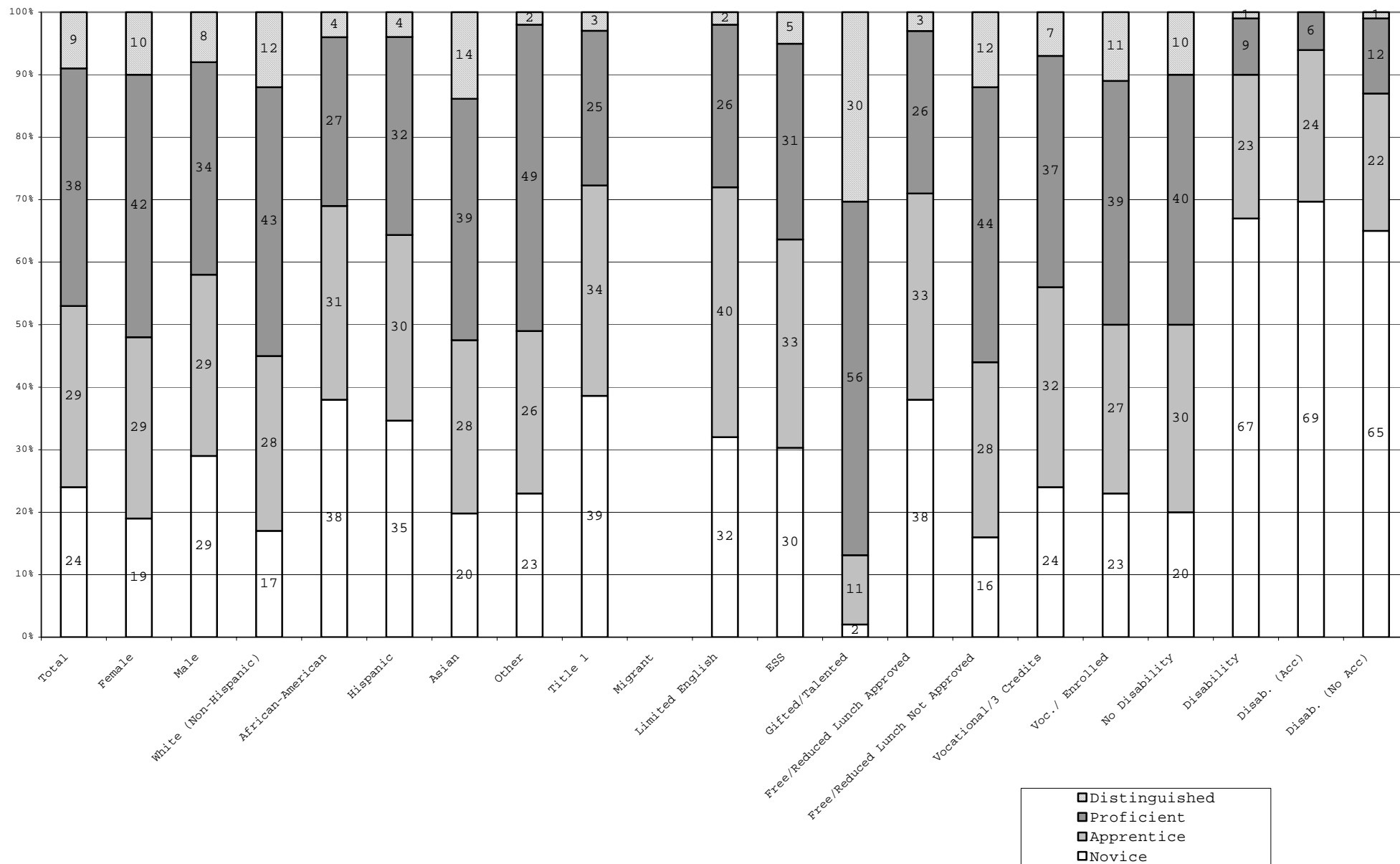
	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	975 15% (11%)	3,345 52% (48%)	1,448 22% (31%)	243 4% (6%)	457 7% (4%)
17 How well do you think you did on this test	I Did Very Poorly 108 2% (2%)	I Did Poorly 666 10% (11%)	I Did Well 4,249 66% (68%)	I Did Very Well 957 15% (14%)	Invalid Response 488 8% (5%)
18 How hard did you try on this test	I Did Not Try 121 2% (2%)	I Tried a Little 354 5% (6%)	I Tried a Lot 1,576 24% (25%)	I Tried Very Hard 3,951 61% (62%)	Invalid Response 466 7% (4%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs DISAGGREGATION
Performance Level Percents

District: REGION 3
Code: 903
Grade: 10

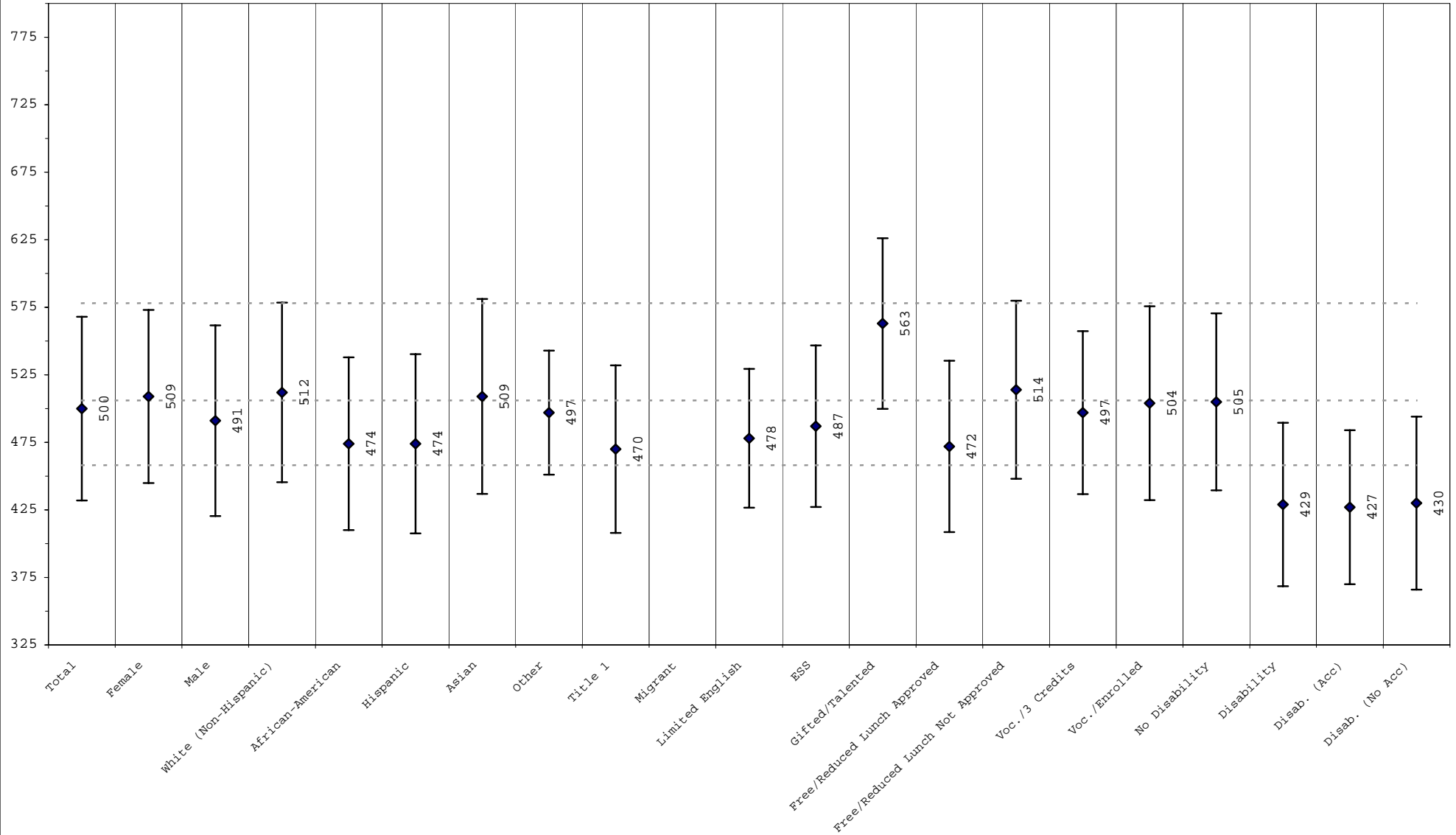


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
PL/VS

District: REGION 3
 Code: 903
 Grade: 10



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/VS

District: REGION 3
 Code: 903
 Grade: 10

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total							6,468		500 (0.8)	44,899		503 (0.3)
Gender:												
Female							3,174	49%	509 (1.1)	21,848	49%	514 (0.4)
Male							3,293	51%	491 (1.2)	23,012	51%	492 (0.4)
Gap Female vs Male									18*			22*
Ethnicity												
White (Non-Hispanic)							4,258	66%	512 (1.0)	39,187	87%	506 (0.3)
African-American							1,960	30%	474 (1.4)	4,270	10%	476 (1.0)
Hispanic							84	1%	474 (7.2)	394	1%	485 (3.4)
Asian							109	2%	509 (6.9)	357	1%	520 (3.8)
Other							47	1%	497 (6.7)	535	1%	500 (2.9)
Gap White vs African American									38*			30*
Gap White vs Hispanic									38*			21*
Gap White vs Asian									3			-14*
Gap White vs Other									15*			6*
Title I												
Participating Students							1,213	19%	470 (1.8)	4,899	11%	487 (0.9)
Not Participating							5,255	81%	507 (0.9)	40,000	89%	505 (0.3)
Gap Participating vs Non-Participating									-37*			-18*
Migrant Program												
Participating Students							4			222		477 (3.7)
Not Participating							6,464	100%	500 (0.8)	44,677	100%	503 (0.3)
Gap Participating vs Non-Participating												-26*
Limited English Proficiency												
Participating Students							57	1%	478 (6.8)	177		462 (4.4)
Not Participating							6,411	99%	500 (0.9)	44,722	100%	503 (0.3)
Gap Participating vs Non-Participating									-22*			-41*
Extended School Services												
Participating Students							760	12%	487 (2.2)	6,632	15%	498 (0.8)
Not Participating							5,708	88%	502 (0.9)	38,267	85%	504 (0.3)
Gap Participating vs Non-Participating									-15*			-6*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/Vs

District: REGION 3
 Code: 903
 Grade: 10

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students							840	13%	563 (2.2)	6,628	15%	552 (0.8)
Not Participating							5,628	87%	491 (0.8)	38,271	85%	494 (0.3)
<i>Gap Participating vs Non-Participating</i>									72*			58*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals							2,205	34%	472 (1.4)	15,199	34%	480 (0.5)
Not Approved (includes not coded)							4,263	66%	514 (1.0)	29,700	66%	515 (0.4)
<i>Gap Approved vs Not Approved</i>									-42*			-35*
Vocational/Technical Education												
Plans to/completed 3 credits in career area							1,863	29%	497 (1.4)	15,478	34%	501 (0.5)
Enrolled, student not concentrating							1,132	18%	504 (2.1)	11,212	25%	501 (0.6)
Not Vocational/Technical Education							3,473	54%	500 (1.2)	18,209	41%	506 (0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>									3			5*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>									-4			5*
Disability Status												
Students without Disabilities (includes not coded)							6,014	93%	505 (0.8)	40,849	91%	509 (0.3)
Students with Disabilities							454	7%	429 (2.8)	4,050	9%	437 (0.9)
Tested with Accommodations							229	4%	427 (3.8)	2,479	6%	431 (1.1)
Tested without Accommodations							225	3%	430 (4.3)	1,571	3%	446 (1.6)
<i>Gap With vs Without</i>									-76*			-72*
Alternate Portfolio							56	1%		344	1%	
Exemptions (On-Demand)												
Medical							11			75		
LEP							78			194		
Other							12			35		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NATIONAL NORM REFERENCED TEST (NRT)

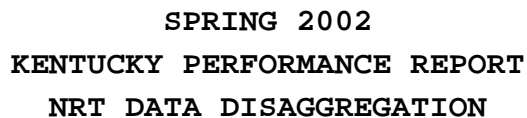
District: REGION 3
 Code: 903
 Grade: 09

NRT Accountability Data by Year

Grade 9

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	7375	532	7.2	2240	30.4	1481	20.1	1429	19.4	1693	23.0
2000	7582	384	5.1	2385	31.5	1546	20.4	1477	19.5	1790	23.6
2001	7560	326	4.3	2250	29.8	1639	21.7	1513	20.0	1832	24.2
2002	7689	173	2.2	2299	29.9	1731	22.5	1584	20.6	1902	24.7
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



Grade: 09

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.